

Report to the Governing Body SEN Provision and Outcomes 2017-18

Overview	<p>The Warriner is a growing school and part of a successful MAT. The SEN provision is often highlighted by parents as a reason for selecting The Warriner as a preferred choice. The number of SEN pupils who transferred in September 2017 was 61 which is the highest the school have ever had on one year group. The additional form entry created more spaces and as a result several parents of SEN chose The Warriner.</p> <p>SEN provision remains a positive feature of the school and we are known as an inclusive school in the wider community. The new SEND Code of Practice is well established and staff are familiar with the language of EHCPs and SEN Support. All Annual Reviews have met the deadlines this year and the department has a caseload of TAFs. The department also works with Looked After and Previously Looked After Children and has an excellent reputation county wide with this cohort.</p> <p>There has been ongoing CPD with SEN themes. During 2017-18 it was not compulsory so the uptake was not as high as in previous years. The SEN Department publishes an extremely comprehensive Guide to Inclusion which is added to and updated every year and is accessed by all colleagues -teaching and support staff. All pupils on the SEN register have individual pupil profiles which are shared and easily accessed electronically and in booklet form.</p> <p>The Warriner works hard to meet the pastoral needs of pupils and the fortnightly student action meetings by year group help staff collaborate with the SENCo and Assistant SENCo to plan intervention and support for targeted pupils.</p> <p>Go for Schools is established and well used by staff and subject leaders and senior leadership are able to track the SEN cohort rigorously on a regular basis. Staff are very used to talking about key cohorts and the robust Monitoring and Evaluation process lead by the Senior Leadership Team has supported the SEN team hugely in raising awareness of SEN pupils and in particular SEN pupils who are also receiving the pupil premium.</p>
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SEN Register and movement

Numbers of Pupils with an identified SEN 2016 July

Year group	Statement/EHCP	School Support	Total
7	8	29	37
8	8	16	24
9	4	22	26
10	5	26	31
11	8	12	20
12	0	0	0
Total	33	105	138

Numbers of Pupils with an identified SEN 2017 July

Year group	EHCP	School Support	Total
7	5	26	31
8	8	29	37
9	10	15	25
10	4	24	28
11	5	28	33
12	1-dual roll	0	1
13	0	0	0
Total	32	122	155

Numbers of Pupils with an identified SEN 2018 July

Year group	EHCP	School Support	Total
7	6	55	61
8	6	26	32
9	8	24	32
10	8	20	28
11	4	26	30
12	1	0	1
13	0	0	0
Total	32	151	183

- 20 Pupils were moved off the Register as they made good progress.
- 10 pupils were moved onto the Register at SEN Support.
- 12 pupils with SEN transferred to the Warriner from other schools - 2 at EHCP and 10 at SEN Support.
- 2 pupils moved from SEN Support to EHCP
- 3 pupils with an EHCP left to go a specialist schools.
- 1 pupil at SEN Supported left due to a permanent exclusion
- 6 pupils on SEN Support left for elective home education.

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	<p>The SENCo and Assistant SENCo monitor the register throughout the year and adjust numbers according to new information/new starters. Each summer term the register is reviewed formally and evidence is looked at against the Code of Practice criteria. Parents are informed and are part of the decision making process of moving a pupils on or off the register.</p> <p>The number of SEN pupils being home educated is rising nationally. The Warriner had 6 pupils with SEN whose parents took them off roll mainly due to attendance difficulties. All pupils were subject to a TAF. This is an unprecedented process and an issue for Oxfordshire. The local area inspection of SEN highlighted this as a need to address in the Local Authority action plan.</p> <p>The number of SEN pupils in 2017-18 who were also in receipt of Pupil Premium was 44 The percentage of pupils at SEN Support is 12.7% which is above the national average of 11.6% The percentage of pupils with an EHCP is 2.71% which is just below the national average of 2.8%.</p> <p>The CIRB caters for 12 pupils with EHCPs but in 2017-18 -13 places were held. One pupils with an EHCP left the base to go to a special school. The admission to the base is via a local authority process but the school are consulted at planning stage and a County Admissions Panel make the decisions.</p>
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Funding	<p>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 2016-2017 was £338,764, an increase from the previous year of £18,000. Pupil Premium funding was £184,840.38. The school also received per pupil 'Pupil Premium Plus' for the Looked After cohort. The SEN Department secured some charity funding to revamp the kitchen area of the classroom in WIN block. The SENCo carried out an SEND review and spoke at 2 conferences which provided £1000 of additional funding to the school.</p>
SEN staffing	<p>The SEN Team in 2016-2017 consisted of an SEN Administrator, two teachers (SENCo and Assistant SENCo), two unqualified teachers, nine classroom based Teaching Assistants, one HLTA Literacy (0.6), an Engagement Mentor (0.8) and an Inclusion Room (i.e. StudyZone) Manager. Staff were deployed as effectively as possible to ensure the school's legal obligations regarding SEND were met. Providing the level of support needed to SEN pupils is a difficult balancing act. The result of reducing SEN staffing is that individual pupils get less focussed support as TA hours have to be shared amongst several high need children. The school has to cater for a small number of SEN pupils with medical and physical needs where support has to be directed. The SENCo is also an Assistant Head Teacher which reduces her dedicated time available for SEN. Both the SENCo and Assistant SENCo have a case load of safeguarding work in the form of TAFs and other multiagency meetings. The time to lead, minute and action these meetings is hard to fit round a teaching timetable and does impact on the workload of the team. The department have worked hard to be creative in their staffing to ensure that where possible, good intervention is timetabled and that high needs pupils needs are catered for using a provision management approach.</p> <p>The department continued the initiative of timetabling sixth formers for one lesson a week to support younger groups. It has been challenging to enforce the attendance of sixth formers due to issues with marking attendance in the lessons. Some sixth formers take the responsibility very seriously and do a great job- key areas like Art have reported success in sixth formers mentoring year 10 SEN pupils. 23% stated that sixth formers had turned up regularly which is disappointing. 50% of teachers report that sixth formers in lessons are useful. Sixth formers were most effective for working with specific students.</p>
Progress year 11 2018 cohort	<p>The new progress measures include Attainment 8 and Progress 8. 2016 was the first year to use these measures. Nationally, the attainment gap between pupils with SEN compared to pupils with no identified SEN remains the largest gap of all characteristics groups: pupils with SEN perform significantly worse than pupils with no identified SEN across all headline measures of attainment.</p> <p>In the 2018 data set, the benchmark for both SEN groups is set at the national benchmark for all pupils.</p>

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The English element of Progress 8 was promising for low ability pupils who scored 0.1 which is above national. The impact of having a specialist SEN teacher in the foundation sets and the sharing of resources has supported these results. Pupils who were within the low ability range at KS2 were at 0.2 Progress 8 putting them in the top 10% nationally and shows the impact of all the nurture work over the last 4 years in Maths

Ten pupils took their ASDAN Certificate of Personal Effectiveness, three pupils achieved the Level 2 qualification and seven achieved Level 1.

Measure	Attainment 8 2016	Progress 8 2016	Attainment 8 2017	Progress 8 2017	Attainment 8 2018	Progress 8 2018
Whole cohort	53.51	0.11	46.02	-0.09	46.12	-0.32
National	49.34		46.02	-0.03	46.36	-0.02
SEN Support		-0.88	27.69	-0.58	28.34	-0.71
SEN Support National	36.2	-0.38	31.9	-0.03 (national benchmark)		
EHCP		-0.59	15.70	-1.21	14.06	-1.67
EHCP National	17	-1.03	13.9	-0.03 (national benchmark)		
Low Prior Attainment				-0.06	26.11	-0.41
Low prior Attainment National				0.642	22.41	0.01

As in previous years, many SEN pupils with high need took a reduced number of GCSE subjects and took vocational and entry level qualifications as part of their curriculum. Those pupils with low prior attainment (including many SEN pupils) made better progress than those with middle or higher prior attainment reflecting the good quality teaching in small groups in core subjects. The Warriner strongly supports a curriculum that is a best fit for specific pupils and offers suitable and accessible qualifications. The pupils with EHCPs made varied progress-2 pupils with low starting points made really

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	<p>pleasing progress but the other pupils had significant anxiety needs which prevented them for realising their potential and one pupils was only willing to take one GCSE which has significantly impacted the accountability scores.</p>
Alternative qualifications	<p>Ten pupils took their ASDAN Certificate of Personal Effectiveness, three pupils achieved the Level 2 qualification and seven achieved Level 1.</p> <p>Eleven pupils achieved Entry Level in RE. Six pupils achieved Entry Level Science. Three pupils achieved Entry Level Maths and 1 pupil achieved Entry Level English. A number of SEN pupils took vocational courses alongside GCSEs. Six pupils achieved BTEC Agriculture. Six pupils achieved level 1 Craft. Six pupils achieved Level 1 Animal Care.</p>
Context of progress	<p>The year 11 SEN cohort in 2017-18 included a small number of pupils whose attendance was a significant issue and who therefore sat a much reduced number of exams or did not take any. SEN pupils achieved better progress scores on average than in English. As a school boys underperformed compared to girls; 80% of the year 11 SEN cohort were male. The biggest influence on the reduction in expected progress for SEN pupils in English is the change in the specification and in particular the removal of coursework. Texts in the new exams are much more challenging and even with exam arrangements such as computer reader, pupils with lower reading ages struggle to comprehend the more complex language. The step up to having to recall quotes in English Literature was barrier for many pupils with specific literacy difficulties and working memory issues. Low Prior Attaining pupils achieved well in science and the foundation group results were encouraging and showed that small group inclusive teaching benefits vulnerable pupils. Middle and higher prior ability SEN pupils achieved well at grades 4+ but in line with results in across the school, did not achieve the higher expected grades. Many SEN pupils opted for a range of vocational courses for KS4 therefore did not have eight GCSE subjects which has impacted on the outcomes data for Attainment and Progress 8. For the majority of these pupils it is entirely appropriate to have an accessible curriculum that enables them to succeed and build important skills for life alongside their GCSE subjects.</p>
SEN provision-intervention summary	<p>The SEN Team strategically manage provision and much of the SEN provision is in timetabled curriculum based lessons. This enables the school to build in targeted good practice through small groups from the start and for vulnerable pupils to be taught by specialist staff where possible.</p> <p>The Integrated Studies class continues to provide excellent teaching for our vulnerable learners in KS3. The proviso has only been provided in one wing in the last 2 years and the new year 7 cohort last year with big numbers of SEN pupils have lost out because there is a limit to how many pupils we can fit into the class. This wing has all the weakest learners in which has then impacted on their other curriculum areas. WIN staff have managed to split some of the classes and double</p>

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	<p>staff it to enable pupils access to the intended nurture class environment. In 2016-17, thirty-five pupils accessed the classes. Pupils and parents are very positive about the provision. In 2017-18 45 pupils accessed KS3 nurture. Literacy-during 2017-18 84 pupils accessed a targeted literacy intervention which was an improvement from the previous year. This included participation in;</p> <ul style="list-style-type: none">• Intensive 1-1 programme – 43• Personalised 1-1 programme• Intensive Literacy Programme - 28• Fast Track – writing skills provision- 16• 'Read Write Inc' Fresh Start - 7 <p>Of these 84;</p> <p>98 % made measurable progress in either reading or spelling.</p> <p>75 % made accelerated progress in reading.</p> <p>60 % made accelerated progress in spelling.</p> <p>After school spelling was offered. 25 pupils were offered, and 11 attended regularly an after school spelling group. This was aimed at plugging gaps in spelling knowledge. All of the regular attendees made progress in a spelling assessment.</p> <p>The Assistant SENCo carried out twenty assessments on pupils who were not on the SEN Register. The LUCID Screening Assessment has proved useful in identifying starting points for further assessment where necessary. Sixty pupils were assessed for exam arrangements, with 40 qualifying for some form of access arrangement (an increase on previous years).</p> <p>Maths interventions included a computer based programme which TAs delivered in tutor time. Forty-one pupils accessed tutor time maths interventions. 20 pupils accessed small group 'First Class at Maths Isa'. Progress is assessed by topic success. Initial baseline assessment with whole cohort in October. Analysis of results revealed that the average score on key primary concepts went from 0.63 in October to 0.71 in June – a 12% increase.</p> <p>Of the 45 pupils that were present for both assessments, 41 made significant progress in these key topics, and 5 did not. Pupils in the above group worked on these key topics in tutor time guided by their baseline test analysis and Hegarty Maths links. Using working at grades, pupils in the sub-100 group made 0.36 of a grade of progress from DP1 to DP4 This compares with an average of 0.27 for those with a KS2 scaled score of 100-104, and 0.12 for those between 105 and 109. (Those with higher KS2 scores progressed more quickly, at about 0.41 of a grade through the year).</p>
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	<p>The SENCo worked with 4 targeted year 9s on problem solving in maths- the programme focused on learning strategies to tackle long structured maths questions in readiness for starting the GCSE course. Outcomes in end of year 9 maths exam showed that they had made progress in wordy questions.</p> <p>Twenty SEN pupils were seen weekly by the Engagement Mentor for 1-1 work. Work is bespoke and tailored to individual needs. The Engagement Mentor has participated in counselling training for the past 2 years and has achieved her level 3 qualification.</p> <p>WIN also set up an Alternative Programme for a targeted number of high need SEN pupils with challenging behaviour. The Engagement Mentor was the key adult and this took up a significant amount of her time but was necessary to try and get the pupil back on track and prevent exclusion. The provision ran for 3 terms. Further small group was developed in collaboration with farm and WIN staff which has catered for 6 year 8 pupils and supports social skills development. The provision aims to support these pupils by withdrawing them for key lessons where they are unsuccessful to prevent the cycle of behaviour escalation. Pupils really enjoy the provisions.</p> <p>Engagement by school in the CAF/TAC process is a strength and in 2017-18 17/39 TAFs were with SEN pupils.</p> <p>Language and Communication intervention was set up for a targeted group of sixteen SEN pupils. All pupils benefitted from the small group environment and pupils of different needs progressed at their own level. Three pupils with EHCPs participated in a life skills course focussing on personal care-shoe laces, washing, ties, bag packing etc and made excellent progress in their skill level.</p> <p>A wellbeing intervention was offered to 21 pupils-18 completed the course which included mindfulness and yoga techniques. Self-evaluation demonstrated areas of progress especially in increased awareness about how to look after their own well-being.</p> <p>Cognition training is an intervention focussed on the process of learning. The intervention is based on metacognitive approaches. In 2017-18, seventeen pupils accessed the course. The groups were gender based and three pupils did the course 1-1. Attendance was good. Self-evaluation showed the course had impact; in terms of progress pupils rated themselves on average as improving by seven points out of ten on completion. The course has highlighted the gaps in knowledge about revision techniques, memory strategies and time needed to master a topic. 49 Pupils were offered the programme in 2017-18-45 attended the course and self-evaluation shows that pupils make big steps in their understanding of how to revise and how much time they need.</p> <p>Studyzone was used by 49 pupils (consistent with previous year) -57% are pupils who have dropped an option in year 11 and 22% are pupils who have SZ as an option from year 10. 8% are in year transfers and 6% have medical needs. Entry into</p>
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	<p>Study zone is through SLT and there have been improvements in planning for pupils so time is used more effectively for the right pupils to benefit. There are a number of current students who require a greater level of input due to their physical difficulties or their behavioural issues This impacts greatly upon current students as time is split between being downstairs supporting and then managing behaviour and work upstairs. There have been improvements in relation to laptop access as SZ has received 3 new laptops totalling 8. However some of the original laptops are now incredibly slow so sometimes this can be a hindrance.</p> <p>Pupils with Medical Needs were also supported by WIN in 2017-18 and the Assistant Head co-ordinated off site provision via the Oxfordshire Hospital Schools and coordinates any pupils using online learning. Individual Medical Plans were updated with support of admin staff liaising with parents. The school liaises closely with the Hospital School and also with CAMHs and health professionals such as the Specialist Diabetes Team and the Nuffield Pain clinic to support pupils with more complex health needs. A number of pupils with medical needs had a TAF.</p>																																																							
Pupil Voice	<p>50 pupils on the SEN register took part in a pupil voice survey in the summer term 2018. In terms of feeling included in lessons the highest rated subjects were the nurture group humanities, arts subjects and ASDAN and pupils commented on feeling more positive in small groups taught by specialist teachers and subjects that offered practical experiences. Only 7% of SEN pupils surveyed liked MFL as a subject.</p> <table><tr><th><u>Subjects</u></th><th><u>Like</u></th><th><u>Ok</u></th><th><u>Don't Like</u> (%)</th><th>A-I feel included and can do the work B-I feel included but the work is hard C-I don't feel included and the work is too hard for me D - I don't feel included but I can do the work (No. of students)</th></tr><tr><td><u>English</u></td><td>40%</td><td>47%</td><td>16%</td><td>A - 38 B - 14 C - 1 D - 6</td></tr><tr><td><u>Maths</u></td><td>39%</td><td>48%</td><td>5%</td><td>A - 32 B - 13 C - 3 D - 3</td></tr><tr><td><u>Science</u></td><td>32%</td><td>45%</td><td>24%</td><td>A - 29 B - 19 C - 4 D - 3</td></tr><tr><td><u>Geog/Hist/P&E or IS</u></td><td>57%</td><td>29%</td><td>18%</td><td>A - 39 B - 5 C - 5 D - 1</td></tr><tr><td><u>ICT</u></td><td>35%</td><td>28%</td><td>28%</td><td>A - 16 B - 15 C - 9 D - 1</td></tr><tr><td><u>Games/PE</u></td><td>40%</td><td>40%</td><td>19%</td><td>A - 32 B - 6 C - 9 D - 1</td></tr><tr><td><u>Art/Music/drama</u></td><td>56%</td><td>22%</td><td>22%</td><td>A - 28 B - 12 C - 6 D - 3</td></tr><tr><td><u>DT</u></td><td>47%</td><td>35%</td><td>18%</td><td>A - 31 B - 8 C - 7 D - 1</td></tr><tr><td><u>French</u></td><td>7%</td><td>37%</td><td>57%</td><td>A - 6 B - 10 C - 11 D - 0</td></tr><tr><td><u>ASDAN</u></td><td>64%</td><td>28%</td><td>8%</td><td>A - 18 B - 2 C - 0 D - 1</td></tr></table>	<u>Subjects</u>	<u>Like</u>	<u>Ok</u>	<u>Don't Like</u> (%)	A-I feel included and can do the work B-I feel included but the work is hard C-I don't feel included and the work is too hard for me D - I don't feel included but I can do the work (No. of students)	<u>English</u>	40%	47%	16%	A - 38 B - 14 C - 1 D - 6	<u>Maths</u>	39%	48%	5%	A - 32 B - 13 C - 3 D - 3	<u>Science</u>	32%	45%	24%	A - 29 B - 19 C - 4 D - 3	<u>Geog/Hist/P&E or IS</u>	57%	29%	18%	A - 39 B - 5 C - 5 D - 1	<u>ICT</u>	35%	28%	28%	A - 16 B - 15 C - 9 D - 1	<u>Games/PE</u>	40%	40%	19%	A - 32 B - 6 C - 9 D - 1	<u>Art/Music/drama</u>	56%	22%	22%	A - 28 B - 12 C - 6 D - 3	<u>DT</u>	47%	35%	18%	A - 31 B - 8 C - 7 D - 1	<u>French</u>	7%	37%	57%	A - 6 B - 10 C - 11 D - 0	<u>ASDAN</u>	64%	28%	8%	A - 18 B - 2 C - 0 D - 1
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	<p>Peer support was rated twice as effective as TA and teacher support showing that for SEN pupils having a friend to sit next to in lesson is very protective.</p> <p>Pupils were able to specifically describe what TAs do to help them in class. 90% of SEN pupils surveyed felt they had a trusted adult to talk to. SEN pupils favoured small groups over larger classes.</p> <div data-bbox="528 352 1155 580" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>8. What kind of groups do you think you do best in?</p> <p>Small Groups = 76% Mixed = 15% Set = 7% Large groups = 2%</p> </div> <p>Other comments about what SEN pupils are concerned about varied. Main themes were pupils struggling with work and homework and feeling that there are not enough TAs to help. They were concerned about bullying especially re the stigma of accessing WIN. They felt SSS and ID should be open more. Some felt that being in 'bad' groups effected their progress. It is clear that for many SEN pupils secondary school is tough and that the support provided by SEN specialist small groups is really valuable in ensuring they feel safe and comfortable in school. The concern about year 7 SEN pupils and MFL need revisiting as being in large mixed classes for French is not a positive experience for many SEN pupils. Accessing more keyworker or 1-1 time is a priority for the SEN team to manage.</p>
<p>Parent Survey</p>	<p>32 parents responded to a survey. 69% of parents feel confident they can contact someone about their child's needs. Over 80% parents rated the support for their child from the SEN team as good or excellent (over 55% rated excellent). 60% of parents felt class teachers are aware of their child's needs. 16% felt teachers are not at all aware. 90% of parents felt SEN reviews were useful. Most parents feel confident they understand the school reports with only 25% feeling just 'a little confident'. Parents identified small groups as good provision and on the whole were pleased with literacy support. Some parents felt their children could be making more progress. The aspects of school parents felt are going well were in order; attendance, support from the SEN team, prompt response to queries, social and friendships. Parents rated extra-curricular activities as low meaning SEN pupils don't participate or access enough activities.</p> <p>Other comments included concerns about lack of IT support for KS4 pupils and staff not having capacity to work with pupils whose needs are not as great as others. Most parents feel the WI staff know the pupils well and encourage them. Some parents would like more regular reviews that are currently on offer due to staff capacity. Some parents would like their child to have more interventions. Other concerns were homework and inconsistency of approach from classroom teachers.</p>

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	Some comments include ‘Excellent team ‘ ‘ID unit is excellent’ ‘I think the SEN team is incredible and have been a huge support’ ‘Thank you for all you do’ ‘My main concern is lack of understanding of individual needs and their comprehension of tasks and expectations’						
Attendance and exclusion	% persistent absentees absent for more than 10% or more sessions in 2015-2016			% persistent absentees absent for more than 10% or more sessions in 2016-2017		% persistent absentees absent for more than 10% or more sessions in 2017-2018	
		School	National	School	National	School	National
	Whole cohort	15.8	12.4	15.9	12.8	16.7	13.6
	SEN Support	31.8	21.2	15	-	25.3	22.5
	EHCP	31.4	20.5	31.5	-	21.9	23.2
	The department works very closely with the attendance officer and heads of year to monitor and support pupils with attendance issue. Numbers of long term absentees have risen in recent years and mainly this has been due to increasing levels of anxiety related and chronic illnesses. We have had a number of pupils with health issues who are on the SEN register which has impacted the figures but which health professionals have been involved. The complexity and pressure of mainstream school has been having an impact of attendance of pupils with autism particularly. It is positive that we have managed to reduce our absenteeism in pupils with EHCPs. Reducing the number of TAs has reduced the level of key worker support we can provide to vulnerable pupils and this does have a knock on effect on how safe and comfortable they feel in school and this does affect attendance although we cannot directly provide evidence for this. The use of reduced timetables inevitable affects attendance but the balance is with exclusion and some reduced timetables are in place to avoid exclusion.						

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The school has worked hard to keep down exclusion rates and has been proactive in providing alternative provision for a small number of pupils at risk of exclusion. We have also been proactive in using On Course and other Meadowbrook provision where suitable. We have also invested in off-site courses such as TRAX for pupils at high risk of exclusion. Selected pupils in KS3 went on an intensive course with Oxfordshire Firefighters which was set up by a local charity. 5 of the 8 selected pupils were on the SEN register. Where possible we seek to use internal isolation or isolation in WIN if appropriate to avoid excluding externally.

Exclusion Data 2015-16							
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
SEN Support	23.33	22.76	11.11	10.40	4.44	4.83	0.00
Statement/EHC	25.00	23.85	10.00	10.43	2.50	5.27	0.00
Exclusion Data 2016-17							
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 exclusions
	School	National	School	National	School	National	School
SEN Support	58	22.76	12	10.40	6	4.83	2
Statement/EHC	7	23.85	3	10.43	3	5.27	0

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	<p>There was a positive response to pupil profile booklets and guide to inclusion materials.</p> <p>This years CPD has been planned with reference to demand for more support in what to do with weak writers, why can't pupils remember what we have taught and why can't pupils translate classroom learning to tests.</p> <p>The department circulated detailed written materials to support CPD and also used the innovative 'back of the door messages' to provide snapshots of SEN themes and strategies to staff. The Warriner CPD strategy was detailed in an article of nasen Connect magazine.</p> <p>The Assistant SENCo is updating her specialist teacher qualification for exam arrangements and this is ongoing and time pressure is a barrier. The SENCo updated her previous training on SEND reviewing and participated in a Whole School SEND forum. The SENCO carried out SEND reviews in 2 MAT primaries. The SENCo is part of a nasen advisory group and was asked to contribute to 3 national conferences in the summer term. The engagement mentor continues her counsellor training and achieved the level 3 qualification and is studying further for the level 4.</p> <p>The SEN department has close links with Oxford University and the SENCo delivered SEN training to the whole PGCSE cohort on inclusive teaching. The SEN department hosted 6 interns for a week placement shadowing SEN pupils which is now being used as a model for the PGCE enrichment programme.</p>
Multi-agency work	<p>The SEN team have strong working relationships with the following outside agencies; LCSS, partnership SENCos, Oxford University Education Dept, CAMHS, Police, Meadowbrook, Oxfordshire Teaching Hospital, Social Care. Occupational Therapy Service, Physio teams, Oxfordshire Health –John Radcliffe and The Horton, GPs, Banbury Young Homeless Project, Frank Wise School, Swalcliffe Park, Hillcrest Schools and residential, Virtual Schools-Oxfordshire and other counties, SENSS, SEN Officers, Autism Oxford and local charities such as Children Heard and Seen and Lets Play.</p> <p>The needs of pupils with SEN are discussed in fortnightly pastoral 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. There is a thriving SENCo Network within the Partnership. It has been noted by all partnership SENCos that the availability of support from outside agencies has dwindled and that the threshold for eligibility for support is higher than in previous years. All providers are stretched. The school now has to pay for support from Meadowbrook and even with In Year Fair Access funding and Pupil Premium, resources for the number of pupils who need it are not as</p>

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	available as in previous times. Only pupils with the highest needs are accessing adequate support. Support for parenting is very limited and can only be accessed via a TAF which is time consuming for schools.
Department Development Plan	Department Development Plan is up to date and evaluated each summer using outcomes data. The whole school action plan for SEN is also reviewed annually.
2018-19	<p>The department is facing a big challenge in the coming year as the current SENCo/ Asst Head is moving on leaving a gap in capacity in terms of case load. The department is looking at ways to manage the changes and to work with the new pastoral set up to support the high need pupils.</p> <p>Nationally the picture for pupils with SEN is concerning. SEN pupils are the cohort with the biggest attainment gap but the focus on the Disadvantaged cohort means schools have prioritised other groups. Progress 8 and pressures on schools to focus attention on EBacc (English Baccalaureate) subjects is having an impact on vulnerable SEN pupils in terms of limiting their curriculum choices and putting undue pressure on some in the cohort to do exams for which they can only secure a very low grade. The target driven culture of education can sometimes alienate our most vulnerable pupils.</p> <p>Primary schools are using the age related curriculum to target skills at pupils who are not at this level and struggling to differentiate down to appropriately meaningful levels. Interventions on basic skills seem to be less effective than in past years and some new year 7 entries have worryingly low literacy and maths levels.</p> <p>Schools continue to face budget insecurities. Schools have to balance financial pressure alongside the legal duty to provide what is set out in EHC plans and more broadly meet the duties of the Equality Act in adjustments for SEND pupils. Schools are going to have to work hard to make the experience of SEN pupils more positive and meaningful. Ofsted have recently brought out a report which reflects the picture known by SENCos nationally- that SEN pupils are being overlooked in the current climate and that some schools are not providing adequate support.</p> <p>The provision for SEN pupils at the Warriner is one of the key strengths of the school and very much part of our inclusive and nurturing ethos. SEN pupils are doing as well as non-SEN pupils in several areas. SEN pupils feel safe and supported in The Warriner. The strength of a school can be measured in how well it supports its most vulnerable pupils. If we get this right, the benefits for the school in general are measurable in terms of more creative quality teaching, a climate of acceptance and tolerance and the development a caring culture.</p>

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