

SEND Report to the Governing Body 2018-19

Introduction

A child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age:

or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.” p15/16 Jan 2015 SEND Code of Practice.

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

The Warriner School 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 school choice.

SEN provision remained a positive feature of the school and we are known as an inclusive school in the wider community. We have been awarded with the national Inclusion Quality Mark and have also been appointed as a centre of excellence for inclusion.

The SEN Department went through a number of changes in the academic year 2018-19, with Selina Chard becoming SENCO in January 2019 and Rebecca Richards and Claire Boyland becoming Assistant SENCOs at the same time.

Our HLTA for literacy resigned, as did one of our part time instructors; we were able to appoint a new full time instructor to teach both timetabled lessons and interventions. We were also able to appoint one additional teaching assistant in order to help cover statutory hours for our EHCP students. We continue to timetable our classes and teaching assistants creatively in order to meet our statutory obligations. The SENCO and one of the instructors were also timetabled to teach a bottom set year 7 maths group. This has allowed us to further develop our knowledge of the maths curriculum.

The SENCO meets termly with the SEN Governor and regular meetings were held throughout the transition period to support the SENCO and to ensure that the aims of the department were kept in mind throughout the planning stages. This support was very useful for planning next steps for a department facing change.

The department is staffed by the SENCO (QTS), two assistant SENCOs/ Instructors, an additional instructor, a full time administrator, 7.5 Teaching Assistants, Engagement Mentor and Studyzone Manager.

SEND profile

SEND Profile 2018-2019

TYPE OF SUPPORT	NUMBER OF PUPILS (%)	LOCAL DATA*	NATIONAL DATA*
Special educational needs (SEN) support	15%	12.8%	10.6%
Pupils with Education Health and Care Plan	3.2%	2.3%	1.6%
Education, Health and Care (EHC) Plan in progress	0 1 awarded in school year	No Data Available	No Data Available

*Source National and Local Data:

<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2018>

% calculated as a proportion of pupils on roll

Applications for EHCP

During the academic year 2018-19 2 applications were made for Education Health and Care plans, one was progressed and an EHCP awarded, one did not progress to assessment. At least 2 more pupils in year 7 were identified as possibly needing EHCPs, so work began on completing Assess, Plan, Do, Review (APDR) cycles to establish need.

SEND Register Movement

There are 4 broad areas of need recognised in the Code of Practice, which can be broken down into smaller categories:

Cognition and Learning; which includes Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SPLD)

Communication and Interaction – Which includes Speech, Language and Communication needs (SLCN) and Autism (ASD).

Social, Emotional, Mental Health (SEMH); which includes ADHD, Anxiety and other needs which impact on the behaviour of an individual.

Physical and Sensory – This includes Hearing and Visual Impairments (HI and VI) and physical difficulties (PD).

Register July 2018

	MLD	SPL D	SEM H	SLC N	ASD	HI	VI	PD	TOT AL
K	30	44	37	14	15	2		3	145
EHCP	4		1	2	19			3	29
TOTAL	34	44	38	16	34	2		6	174

Register July 2019

	MLD	SPLD	SEMH	SLCN	ASD	HI	VI	PD	TOTAL
K	32	42	35	14	16	2		3	144
EHCP	5		2	2	20			2	31
TOTAL	37	42	37	16	36	2		5	175

- 1 pupil gained an EHCP during the academic year.
- 11 Pupils were moved off the Register as they made good progress.
- 4 pupils were moved onto the Register at SEN Support.
- 7 pupils with SEN transferred to the Warriner from other schools - 2 at EHCP and 5 at SEN Support.
- 1 pupils moved from SEN Support to EHCP
- 1 pupils with an EHCP left to go a different mainstream secondary school.
- 1 pupil with an EHCP left due to a permanent exclusion
- 4 pupils on SEN Support left for elective home education (EHE). The numbers nationally for EHE are growing, an increase of 27% between 2017 and 2018. In a 2017 survey, 104 local authorities were surveyed ; SEND support was cited 18 times as the reason for EHE. Most decisions regarding EHE were down to dissatisfaction with the school; cited 65 times and health and emotional reasons cited 56 times.

Ref: https://adcs.org.uk/assets/documentation/ADCS_EHE_survey_analysis_2018_FINAL_web.pdf

The CIRB caters for 12 pupils with EHCPs. 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.

The SENCo and Assistant SENCos 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.

Identification

To identify pupils with SEND, The Warriner School:

- Reviews the current assessment of the pupil or attainment on entry; both from year 6 SATS and MIDYIS assessments carried out at the beginning of year 7
- Reviews any information provided by previous setting, parents or involved agency
- Undertakes regular teacher assessment to monitor progress and carry out individual diagnostic assessments where appropriate.
- Seeks the views of parents and pupils
- Seeks advice from external agencies where appropriate
- Applies a graduated response

Whole School Responsibility

Provision for children with Special Educational Needs is considered the responsibility of the school as a whole. The Governors, Executive Headteacher, Head of School, SENCO, Teachers and Support staff all have a role in delivering an effective SEND Provision. By working alongside feeder schools, outside agencies, health professionals and parents, we can identify barriers to learning and provide tailored support for all pupils.

Support

The SEN department published an extremely comprehensive guide to Inclusion, which is added to and updated every year and accessed by all colleagues – teaching and support staff. All pupils on the SEN register have individual pupil profiles which were shared and easily accessed electronically and in booklet form.

Within the SEN department, there are areas of differentiated curriculum; we continue to teach a successful humanities provision for identified pupils who may find the pace of learning in a mainstream classroom challenging. This is well received by both pupils and parents. We also offer alternative curriculum pathways at key stage 4; in 2018-19 we had a very successful ASDAN cohort and a number of pupils who completed a variety of AQA Unit Awards. Our year 11 pupils went on to access both college and apprenticeships following their time at The Warriner. All pupils were able to access their chosen pathway.

The SEN department also run a number of interventions; both for social skills and literacy. The engagement mentor worked with 29 pupils; both individually and in groups. She also supported with the Warriner Alternative Provision offer alongside the school farm staff. This ran for a 6 week block in the summer term and catered for a number of pupils from other schools in the area.

The department also offered literacy provision through our Intensive Literacy Programme an online programme called IDL; small group work for developing writing skills – fast track and bespoke 1-1 programmes. A total number of 72 pupils accessed literacy support. 90% of the pupils who accessed the Intensive Literacy

Programme made at least 6 months progress in either reading or spelling. 100% of pupils who worked with the HLTA on 1-1 or 1-2 programmes made measurable progress in reading or spelling. All pupils who accessed the fast track intervention reported feeling more confident with the writing skills targeted. The HLTA for literacy left at Christmas 2018; meaning that capacity was limited while we tried to appoint a replacement. In addition to this, one English teacher completed Read Write Inc training and delivered the intervention to a group of 6 pupils. 4 out of 6 pupils made in excess of 12 months progress in their reading age on the Read Write Inc programme.

45 pupils regularly accessed studyzone provision in this academic year. This continues to be a successful provision; access to this provision is through FABS meetings and is managed by the SENCO and SLT. This has ensured that time spent in studyzone is impactful and remains as manageable as possible within the constraints of the timetable.

30 pupils accessed farm provision; taking part in a practical life skills programme with the farm staff. This was very well received by both pupils and parents and had a positive impact on the self-esteem of the pupils involved.

We continued with our keyworker programme; however the impact of this for some pupils was not as great due to the ratio of staff to pupils. We tried operating tutor time intervention groups; but there were difficulties with attendance to this due to it clashing with tutor time activities and assemblies.

Evaluating provision

Each intervention is time limited; so after completion of an intervention the impact is reviewed and next steps are planned.

The timetabled humanities classes are also reviewed at each data point and if changes are needed then discussion with parents and staff in the humanities subjects is had in order to move pupils out of the smaller class and move others in if necessary.

Annual reviews are held for children with an EHCP and provision and targets are reviewed and rewritten. Students at School Support are reviewed at subject consultation evenings and at reviews throughout the school year.

Working with pupils, parents and carers

Pupils, Parents and carers should be at the heart of identifying and evaluating the effectiveness of SEND support. We work with parents to ensure:

- Effective support strategies are used at home and school
- Consistent approaches are deployed in supporting social, emotional and mental health
- Outside professionals are sought when required
- Referrals are made to medical, health and specialist agencies to seek additional insight into a pupil's barriers to learning when appropriate

- Information regarding progress and attainment is shared clearly and honestly
- Student SEN profiles are reviewed and updated where necessary.
- Parents have opportunity to meet with staff from the SEN team and discuss their child's progress.
- SEN staff are available at all parents evenings in order to address any challenges at this time.
- The department runs a keyworker system for identified pupils which provides an additional point of contact for parents.
- Pupil voice was obtained as part of the successful application to achieve the Inclusion Quality mark and pupils spoke highly of the provision offered by the SEND department. They commented on being able to access classes that they loved with teachers they could trust.

Send data

GCSE Results

Nationally the attainment gap between pupils with SEN compared to pupils with no identified SEN remains the largest gap of all characteristic groups: pupils with SEN performance is below pupils with no identified SEN across all headline measures of attainment. New attainment indicators were introduced in 2014/15 at Key Stage 4 – Attainment 8 and Progress 8. The national average attainment 8 score for pupils with SEN in 2018/19 was 27.6 compared to 49.9 for those with no SEN.

Ref: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/882802/Special_educational_needs_and_disability_-_an_analysis_and_summary_of_data_sources.pdf

The average progress 8 score for pupils with SEN in 2018/19 was -0.62 compared to 0.08 for those with no SEN. This is due, in part, to the bespoke nature of their curriculum. 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.

The Warriner strongly supports a curriculum that is a best fit for specific pupils and offers suitable and accessible qualifications. 12 pupils achieved an ASDAN qualification; two at level 2.

The pupils with EHCPs made varied progress; the decision was made with the Maths department not to enter 3 pupils for GCSE maths, but to focus on building Entry Level skills. They all achieved an Entry Level qualification. In English 3 pupils were entered for both Entry Level and GCSE language. They all achieved a level 1 in GCSE Language and an Entry Level qualification. The pupils with lower prior attainment were entered for both core science GCSE and Entry Level. They graded in GCSE science, which was testament to the success of the small group science taught at GCSE.

	Attainment 8 2018	Attainment 8 2019
Whole Cohort	48	48

National	46	49.9
SEN Support	28	19.0
National	28	27.6
EHCP	14	24.0
National	28	28

The Attainment 8 score was lower than national for our SEN children; 50% of the cohort did not take a full suite of GCSEs; focusing on core subjects and some vocational qualifications, with 12 pupils taking ASDAN; and an additional 5 taking AQA Life Skills Qualifications. Of our EHCP cohort; 4 of the pupils took significantly reduced option choices; as a result of responding to their needs.

Attendance

The SEN team work closely with the attendance officer and heads of year to support pupils with attendance needs. Numbers of persistent absentees have increased in recent years, due to higher incidents of anxiety and chronic illness. There are a number of pupils with health needs on the SEND register, which has an impact on attendance.

	2016-17		2017-18		2018-19	
	school	National	School	National	School	National
Whole cohort	15.8	12.8	16.7	13.6	14	12.7
SEN Support	15		25.3	22.5	17	17.9
EHCP	31.5		21.9	23.2	23	24.6

We have continued to make progress with the attendance of SEND pupils, with our attendance figures for persistent absentees this academic year being slightly lower than national average and decreasing from the previous academic year. This is due to the work the department carry out through TAF meetings, regular parent contact and planning an appropriate bespoke curriculum to support our learners. The provision of studyzone is also instrumental in the successes we have with SEND pupils accessing school.

Staff development

In 2018-19 the SEN department delivered 4 whole staff short CPD sessions. These were compulsory as part of the school CPD calendar and were well attended and well received.

There was also a support staff programme which was opened up to all local primary schools as well as Warriner support staff. This was well attended by our primary colleagues the CIRB staff and Warriner Support staff.

The 'Back of the Door' messages continued; including some 'Positive about...' messages for frequently identified needs.

Within the department further work was carried out on identifying strategies to support specific needs and groups of pupils through regular department meetings.

All staff in WIN completed the Statutory Safeguarding Training.

One member of the English Department completed Read Write Inc training.

The SENCo completed the Certificate in Competency for Educational testing and the Access Arrangements Course. This is a level 7 qualification and qualifies the SENCO to complete assessments for exam arrangements.

Work with external agencies

We continue to work closely with our Educational Psychologist over 6 visits a year. We also work closely with the Speech and Language Therapist and the SENSS team who provide us with support for those pupils with Physical Disabilities; ASD and communication needs. We also work alongside CAMHS, Occupational Therapy teams and physiotherapists; with staff at the Warriner often leading Multi Agency meetings.

The 6 days a year of Educational Psychology support is well used; with a mixture of advice, assessment and targeted training.

In our community we have good links with local primary schools, Swalcliffe School, Frank Wise School, Banbury Young Homeless Project, Meadowbrook and our local secondary schools.

Next Steps

Having undergone a significant amount of change in 2018-19; the main aim of the department is to maintain our successes up until now and adapt our way of working to work successfully alongside the Warriner Learning Centre and with changes in capacity amongst the SEN staff. This is to include working with the new assistant Headteacher to ensure successful collaboration with the Warriner Learning Centre in order to establish a successful model of support for our SEND and vulnerable pupils. This will include working with all school staff to ensure that pupils with SEND feel included, supported and safe in all areas of the school.

We will continue to build on our nurture / small group provisions and establish a realistic set of interventions in order to meet the needs of our pupils and enable them to make progress and be successful whilst at The Warriner School.

We will continue to develop our ways of working with parents and carers and ensure that they feel supported following the staff changes.

We will continue to work closely with departments across the school to ensure that all pupils have the best opportunities to make progress and close the gap where possible at GCSE.