



The Warriner School **SEND Report to the Governing Body 2019-20**

Introduction

A child or young person has 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 CoP

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.

Staffing in 2019-20 was stable, though the SENCO was on Maternity leave from September until February, leaving the Assistant SENCOs to run the department with support from the Assistant Head for Inclusion.

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. We successfully recruited two teaching assistants during the academic year, one to replace an outgoing member of staff and one due to the need for additional staff to cover statutory hours. One of our existing Teaching Assistants took on more responsibility for literacy assessment and intervention.

We continue to timetable our classes and teaching assistants creatively in order to meet our statutory obligations.

The Assistant Headteacher met with the SEN Governor during Term 2 to discuss how the department was managing. The SENCO used her Keeping In touch days for planning, assessing pupils for exam access arrangements and completing EHCP applications for 2 pupils.

SEND profile

SEND Profile 2019-2020

| TYPE OF SUPPORT | NUMBER OF PUPILS (%) | LOCAL DATA* | NATIONAL DATA* |
|---|----------------------|-------------------|-------------------|
| Special educational needs (SEN) support | 11.8% | 12.5% | 12.6% |
| Pupils with Education Health and Care Plan | 2.8% | 1.8% | 1.6% |
| Education, Health and Care (EHC) Plan in progress | 2 | No Data Available | No Data Available |

*Source National and Local Data:

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

% calculated as a proportion of pupils on roll

Applications for EHCP

During the academic year 2019-20 2 applications were made for Education Health and Care plans, both were progressed to assessment and will be finalised after October 2020. A further 2 pupils were identified as possibly needing an EHCP and work was started to compile evidence to support future applications.

SEND Register Movement

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 |

Register July 2020

| | MLD | SPLD | SEMH | SLCN | ASD | HI | VI | PD | TOTAL |
|--------------|-----------|-----------|-----------|----------|-----------|----------|----|----------|------------|
| K | 48 | 48 | 34 | 2 | 22 | 1 | | 1 | 156 |
| EHCP | 4 | 1 | 1 | 2 | 26 | | | 2 | 36 |
| Total | 52 | 49 | 35 | 4 | 48 | 1 | | 3 | 192 |

- 4 pupils with SEN transferred to the Warriner from other schools - 2 at EHCP and 2 at SEN Support.
- Our Year 7 intake in this academic year had 14 pupils with EHCPs (4 CIRB).

The CIRB caters for 13 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. Due to Covid 19 School Closure, the review of the SEND register was postponed in order to consider the impact of the closure on SEND pupils before making any changes.

Identification

To identify pupils with SEND, The Warriner School:

- Looks at 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.
- Look at any information provided by previous setting, parents or involved agency
- Use regular teacher assessment to monitor progress and carry out individual diagnostic assessments where appropriate.
- Speak to parents and the pupil about their views
- Seek advice from external agencies where appropriate
- Use 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, Headteacher, 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 High Quality First Teaching, 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 accessed electronically.

Within the SEN department, there are some 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 2019-20 we had a very successful ASDAN cohort and a number of pupils who completed a variety of AQA Unit Awards.

The SEN department also run a number of interventions; both for social skills and literacy. The engagement mentor worked with 20 pupils; both individually and in groups. Much of her time during this academic year was taken up with one particular pupil who required a high level of support. She supported the SENCo to complete an Education, Health and Care Plan assessment request for this child.

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 40 pupils accessed literacy support before school closure in March. This was primarily through the Intensive Literacy programme. This has a good success rate, with 90% of pupils making gains in reading or spelling.

Throughout school closure 20 pupils were set up on IDL – online literacy programme, which allowed them to access targeted literacy support from home.

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.

10 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 where previously all SEND pupils had access to a keyworker, the form tutor now plays a greater role in supporting individuals. Keyworkers are now allocated to all of those with EHCPs and a targeted group of those at School Support. Tutor time interventions focus on literacy, homework, social skills and well being.

A group of 6 year 7's took part in an enhanced transition programme delivered by the SEN Support Service. This consisted of 6 weekly sessions that were delivered during term 2. Further 1-1 work was then identified following this.

A 'nurture' tutor group was set up in WIN during this academic year; led by the SEN instructor. 9 pupils across years 8-10 were identified as benefitting from support in a smaller tutor group provision. This had a positive impact on behaviour and attendance for these pupils at the start of the day.

The department also continued to run breakfast club, catering for approximately 12 pupils each day. The classrooms also continue to be accessible as a supportive space at break and lunchtime.

A significant change for the department this year came from the launch of the Warriner Learning Centre. This saw the move of studyzone and the Engagement Mentor to be based in the Learning Centre. It also allowed the department to work more collaboratively with the safeguarding and pastoral team.

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.

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 perform significantly worse than pupils with no identified SEN across all headline measures of attainment.

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. 9 pupils achieved an ASDAN Certificate of Personal Effectiveness qualification at level 1; one achieved this at level 2.

Impact of COVID 19

There was no published data in 2020 for Attainment 8 and Progress 8, due to grades being awarded as Centre Assessed Grades.

The Warriner SEND cohort performed well in 2020; 9 Pupils achieved ASDAN COPE and all students graded in English and Maths. 4 Students were entered for Entry Level English alongside their GCSE.

Our Science cohort was also successful, and this reflects the success of the consistency of the smaller group in science. All pupils achieved grades in Science, alongside an Entry Level Grade.

| | Attainment 8 2018 | Attainment 8 2019 |
|--------------|-------------------|--------------------------|
| Whole Cohort | 4.8 | 4.8 |
| National | 4.6 | 4.7 |
| SEN Support | 2.8 | 1.9 |
| National | 2.8 | 2.8 |
| EHCP | 1.4 | 2.4 |
| National | 2.8 | 2.8 |

Staff development

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.

Throughout school closure the Teaching Assistant team engaged with a wealth of online training, including training in Language and Communication Needs, Childhood Trauma, Dyslexia and Mental Health.

All school staff were provided with a comprehensive list of online training to support pupils with SEND, which was accessible to them throughout school closure.

The Warriner MAT strategy for Reading, Writing and Vocabulary supports many of the Quality First Teaching strategies required for meeting the needs of pupils with SEND.

Both Assistant SENCOs took part in 'The Perfect SENCO' course led by Natalie Packer in order to develop their understanding of the SEN Code of Practice.

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.

This year an investment was also made in support from OXSIT. Our OXSIT advisor provided support for the SENCO, Assistant SENCOs and Assistant Headteacher throughout the year; this had a focus on planning provision and upskilling the Assistant SENCOs.

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.

Impact of COVID 19 and School Closure

During school closure the staff in the SEN department played an active role in supporting pupils on the SEN register, both in school and virtually. The SENCO and Assistant SENCOs called pupils with EHCPs weekly; this was to ensure they were able to access work set in school and to provide specific support where needed. Further calls were made by Teaching Assistants to key worker pupils. All staff were involved in supporting the rota to work with those pupils who were identified as vulnerable or children of keyworkers. The SENCO sent a number of newsletters and resources to all parents of pupils with SEN, which aimed to provide support, but also ensure parents knew who they could contact for support if needed.

Several Annual reviews were due during school closure, the SENCO carried these out virtually to ensure that all paperwork was submitted on time.

The SENCO also completed some virtual 1-1 and intervention sessions. A social skills group was put in place for some of the EHCP pupils who were accessing school- this was led by the Assistant SENCO and Teaching Assistants on a rota. IDL literacy log ins were provided for those pupils identified as needing support for literacy.

Risk Assessments were carried out for pupils with EHCPs. Following this, most parents chose to keep their children at home. 5 pupils with EHCPs returned to school in June 2020. At this stage more support staff were included on the rota to ensure needs of SEN pupils in school could be met.

Our usually comprehensive transition programme was difficult to implement, however as a department we put together a virtual tour, which became part of the whole school transition programme. The SENCo and Assistant SENCos attended virtual transition meetings with all primaries, as well as attending handover TAFs and reviews. We also carried out a small number of site visits at the end of the school day for identified pupils, which allowed them to familiarise themselves with the school.

Next Steps

The academic year 2019-20 provided a number of challenges for the SEN team, not least the impact of COVID 19 on the way support is implemented and difficulties implementing the provisions outlined in EHCPs and planned for pupils.

On the return to school in September 2020, the focus will be on meeting the needs of all SEN pupils through designing a recovery curriculum which addresses gaps in learning and meets any social, emotional and mental health needs. We will also need to work on ensuring safe working practises for Teaching Assistants, though sharing good practise.

Many of the objectives from the last academic year need to continue to be developed. The Teaching Assistant team is relatively new and work to develop their experience and skill will be vital for success.

Continued work alongside the Assistant Headteacher to develop staff perceptions and understanding of SEND in order to cement the values of responsibility for all learners will form a significant focus for the team.

Continuing to work with the WLC team and heads of year to support our most vulnerable pupils will further develop a successful model of support.

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 at GCSE.

Glossary of Abbreviations

| | |
|------------|---|
| SPLD | Specific Learning Difficulties |
| SLCN | Speech, Language and Communication Needs |
| ASD | Autistic Spectrum Disorder |
| ADHD | Attention Deficit Hyperactivity Disorder |
| PD | Physical Disabilities |
| MLD | Moderate Learning Difficulties |
| HI / VI | Hearing Impairment / Visual Impairment |
| EHCP | Education Health and Care Plan |
| ASDAN COPE | ASDAN (awarding body) Certificate of Personal Effectiveness |
| WIN | Warriner Inclusion Network (SEN Department) |
| WLC | Warriner Learning Centre |
| FABS | Focus on Attendance Behaviour and Special Needs – fortnightly meetings between Designated Safeguarding Lead, SENCO, Head of Year and Attendance Officer |