

## **REPORT TO THE GOVERNING BODY ON SEN PROVISION AND OUTCOMES 2016-17**

**Report by Rachel Cosgrove, SENCo/Assistant Head Teacher**

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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. Numbers for possible admission in September 2018 are above all other local schools and numbers of SEN pupils transferring in September 2017 were the highest on record. SEN provision remains a priority for the school but in times of budget threats and changing accountability measures from the Government, the SEN Team have had to be creative and selective about resources. The most recent Ofsted reports of 2012 and 2014 highlighted good practice in SEN.

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'*.

The Warriner processed the changes from the introduction of the 2014 SEN Code of Practice over the 2014-15 cycle and the new systems are well established as the way of working. The SEN Policy and the SEND Information Report have been updated and are in line with the expectations of the new code. The guidelines in the SEN policy highlight the responsibility of all staff to monitor their classroom practice closely and to deliver strategies to meet the needs of SEN pupils and also to track progress and identify possible unidentified need. All teaching staff have had CPD in many aspects of SEN and 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.

The new code of practice identifies only two categories: Education Health Care Plan (equivalent to a Statement of Special Educational Need) and SEN Support. (The Warriner use the term School Support instead of SEN Support). The SEN Team identify to staff a number of pupils who have a lower level of need but need monitoring. These pupils are known as School Watch and are monitored by the SENCos, to enable any pupil to be elevated to the SEN Register if needed.

**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

**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

During the Academic Year 2016-17

- 8 Pupils were moved off the Register as they made good progress.
- 9 pupils were moved onto the Register at School Support.
- 9 pupils with SEN transferred to the Warriner from other schools - 2 at EHCP and 7 at SEN Support.
- 4 pupils at SEN Support were moved to EHCP by The Warriner
- 2 pupils with SEN were permanently excluded so left school roll.
- 1 pupil with an EHCP went off roll to a special school
- 5 pupils on SEN Support left roll.

The number of SEN pupils in 2016-17 who were also in receipt of Pupil Premium = 46.

The percentage of pupils at SEN Support is 10.6% which is below the national average of 11.6%

The percentage of pupils with an EHCP is 2.75% which is just below the national average of 2.8%.

Having trimmed the SEN Register in line with the 2014 Code of Practice the SENCoS decided that due to rigorous exam arrangements, there is a need to place some pupils on the Register to more accurately reflect their need for additional and/or different provision. 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 SEND Information Report. It is noticeable that numbers of EHCP pupils remains constant and this trend is reflected nationally. One major factor is that parents can choose the school they want for their child if the child has an EHC plan. Many primary schools are under pressure to push through the process in Years 5 and 6 when parents realise that this will provide them with an element of choice over secondary education. The Warriner Partnership SENCoS continue to work together to share practice in the moderation of registers although there is still diversity across the country about what constitutes special needs. Interestingly there has been some noticeable pressure from Social Care and CAMHs for schools to make applications for EHCPs following TAFs and Child in Need processes.

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 £320,753, an increase from the previous year. Pupil Premium funding was £171,38. The school also received per pupil 'Pupil Premium Plus' for the Looked After cohort.

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 and an Inclusion Room (i.e. StudyZone) Manager. The Central School Budget funds the SENCo, Assistant SENCo, SEN Administrator and an SEN Teacher (UQT) to staff the nurture group. Pupil Premium Plus funding was partly used to fund a TA with responsibility for LAC and Pupil Premium funding was part used to fund a TA to work as an Engagement Mentor. 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 SENCo is also an Assistant Head Teacher which reduces her dedicated time available for SEN. 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.

**Effectiveness and impact of SEN provision on pupil outcomes**

**Exam Analysis 2016-17**

18% of pupils at SEN Support achieved Grade 4 or above in both English and Maths compared to a score of 67% for all pupils. 16% of pupils with low reading on entry achieved Grade 4 or above in English and Maths which is above the national benchmark. Attainment 8 for the whole school was 4.7 with EHCP at 1.6 and SEN Support at 3.4. SEN pupils performed well in English with a higher number achieving a Grade 4+ than the previous year. SEN pupils performed well in the ICT qualification ECDL. SEN pupils studying triple science performed well. The new Maths exam was challenging for low ability SEN pupils but higher ability SEN pupils performed well.

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

EP is not used to measure progress but in the absence of national data for SEN pupils it can be helpful to compare progress in core subjects from starting points.

	<b>% EP School 2017</b>	<b>% achieving 4+ 2017</b>	<b>% 4+ National 2017</b>	<b>% EP School 2016</b>
English - whole cohort		76	75	90
English - SEN Support	61	32		63
English EHC/ Statement	40	0		75
Maths - whole cohort		69	69	73
Maths – SEN Support	46	18		18
Maths EHC/Statement	20	0		12

In English, compared with last year there has been a reduction in the percentage of SEN pupils achieving 4+, this will be down to the nature of the new GCSEs, the removal of 40% coursework and the greater focus on examined writing. 50% of the Language course is assessed purely for writing which is an area that many of our SEN pupils find challenging. Also, the complexity and length of the texts that they now need to access, is a further challenge that some of our SEN pupils are struggling to cope with.

In Maths, the new GCSE papers include more wordy questions and a degree of problem solving that some pupils with speech and language needs or low emotional resilience found hard to complete. The Maths team are starting to prepare pupils for this new specification earlier in order to close this particular skill gap.

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. In the 2017 data set, the benchmark for both SEN groups is set at the national benchmark for all pupils. 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

Measure	Attainment 8 2016	Progress 8 2016	Attainment 8 2017	Progress 8 2017
Whole cohort	53.51	0.11	46.02	-0.09
National	49.34		46.02	-0.03
SEN Support		-0.88	27.69	-0.58
SEN Support National	36.2	-0.38		-0.03 (national benchmark)
EHCP		-0.59	15.70	-1.21
EHCP National	17	-1.03		-0.03 (national benchmark)
Low Prior Attainment				-0.06
Low prior Attainment with full GCSE slots				0.642

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) who were able to take a full complement of GCSEs and equivalent had a strong Progress 8 score which, when compared to similar schools, is outstanding. The Warriner strongly supports a curriculum that is a best fit for specific pupils and offers suitable and accessible qualifications. A small number of SEN pupils with low starting points on entry made good progress. Pupils with SEN who made the least progress were pupils with significant medical needs alongside their SEN and pupils with emotional needs who found the added pressure of year 11 hard to handle and lost motivation, despite a huge amount of effort from the SEN team to keep them buoyant. The Warriner has an inclusive ethos and sustained success in providing a range of motivating and accessible alternatives to GCSEs. In many individual cases, being able to do a practical coursework assessed option enables pupils to be more successful in managing their emotions and reduces the risk of exclusion.

### **Alternative Qualifications**

Eight pupils took their ASDAN Certificate of Personal Effectiveness, four SEN pupils achieved the Level 2 qualification and four achieved Level 1. Three SEN pupils started the Cope course but didn't engage with the coursework so didn't gain the qualification.

Fourteen SEN pupils achieved Entry Level in RE. Five pupils took Entry Level in Maths and passed and three pupils took Entry Level English and passed.

A number of SEN pupils achieved the ECDL qualification – nine in total. In order to make curriculum time outside the timetable, this was partly achieved by additional support after the main exams had been completed at lunchtimes and in targeted sessions.

A number of pupils with SEN took vocational courses alongside GCSEs. One SEN pupil achieved their BTEc in Agriculture, three achieved BTEC in Construction, three pupils achieved a Level 2 BTEc in Digital Media, two achieved Level 1 BTEc Digital Media and five achieved BTEc in Fashion. Four SEN pupils started Agriculture BTEc but didn't reach the standard required. In general, vocational courses provide a more accessible route to qualifications and most importantly provide pupils with practical hands on learning which is motivating and provides opportunities for success on the timetable.

### **Review of Pupil progress**

SEN pupils did well in English Language across the ability range, echoing the success of the previous two years. Strategic grouping, walking talking mocks and highly effective small group teaching made a big difference to SEN pupils. The Department focussed on getting an English Language grade for the lower ability pupils including SEN pupils, sacrificing some time from Literature. The English Small Group teacher once again did a fantastic job building the confidence of SEN pupils for whom speech and language is an area of difficulty. There were a small number of SEN pupils who didn't respond to the nurturing approach and whose attitude and poor attendance impacted on their actual grades. The biggest influence on the reduction in expected progress for SEN pupils in English is that 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. Using the Flight Path targets, 40% of EHCP achieved their FP and 29% of SEN Support achieved their FP.

In Maths the number of SEN pupils achieving 9-1 improved from 88% to 100%. It is positive that so many achieved a grade, even those with very significantly low starting points e.g. below Level 1. There were higher numbers of pupils in this cohort with very low starting points i.e. they were working below KS2 SATs level in Year 6. The number of SEN pupils achieving expected progress increased significantly from 2016, but this is mainly due to so many starting at below KS2 SATs levels. There is still work to be done with SEN pupils who are aiming for Grade 4s as a significant number missed this Grade by one or more grades. A small number of SEN pupils lost confidence in Year 11 and were hard to reach in terms of motivation to work. Attendance in lessons was poor for some pupils. The exam papers this year flummoxed some SEN pupils as the previously

predictable lay out of questions was different which really impacted on the confidence of some pupils to remain resilient and to continue trying. Edexcel have resolved to review this because many schools raised this as an issue. The tier of entry had an impact on a small number of SEN pupils. The other big change in the Maths specification is the level of language needed to access questions which has increased significantly. Questions are wordier and this makes accessing the Maths a further issue. The Maths Department recognise that more problem solving opportunities are needed earlier in the curriculum to prepare pupils for the new expectations. The Maths Department are working closely with the SEN Team and have carried out a full review of the KS3 curriculum to focus on the necessary foundation skills. The Department have looked at the use of concrete and visual props and are also working on training pupils to use mnemonics and other additional props in exams.

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.

Independent careers advice was provided for all pupils with an EHCP. Destinations for post-16 were tracked. Of the SEN cohort one pupil went to sixth form, three to apprenticeships and twenty-seven to college.

SLT have identified that SEN pupils are currently not progressing adequately in maths and science and these are focus areas in the Whole School Strategic Development Plans. The gaps in maths are being addressed through targeted interventions, small group teaching and changes in curriculum delivery. The school has invested in an online platform for maths which can be used to identify specific gaps in skills. The Science Department have started to use foundation groups earlier down the school in order to focus on building key skills. The science curriculum is under review and the Department needs to update the Scheme of Work in order to more appropriately differentiate delivery of concepts.

Flight paths are becoming more accurate as staff use the data more frequently. The school have used baseline assessments more to triangulate data from KS2. Flight paths for SEN pupils are reviewed and adjusted at times for individual pupils according to how aspirational to make a target. For pupils with significant needs, schools can show progress in additional areas alongside academic data such as social and emotional or independence related targets. Using EHCP targets and reviews will provide qualitative data to review progress in this way. The SEN Team record this data following each Annual Review for individual pupils.

### **Evaluation of SEN Provision**

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. The Integrated Studies class (Nurture Class) was set up in 2012 to enable vulnerable SEN pupils to access a more primary school style learning experience to ease transition. The

curriculum follows the Humanities curriculum; differentiated to cater for SEN pupils with associated literacy and social skills teaching. Teaching Assistants support the class alongside the teacher which means that the pupil/staff ratio can ensure more 1-1 time for high need pupils.

Forty-five KS3 SEN pupils accessed the provision in 2015-16. In 2016-17, thirty-five pupils accessed the classes. Pupils and parents are very positive about the provision.

The SEN Team with other department staff also provide literacy, numeracy, maths, English science, COPE (ASDAN) and Life Skills groups on the timetable.

During the academic year 2016-17, seventy-five pupils accessed a targeted literacy programme. This included participation in either:

- Personalised 1-1 programme – ongoing throughout the year
- Intensive 1-1 programme
- Intensive Literacy Programme
- Fast Track – writing skills provision
- Read Write Inc Fresh Start

Of these 75:85% made measureable progress in either reading or spelling, 75% made accelerated progress in reading and 60% made accelerated progress in spelling.

The most impactful interventions are Read, Write Inc, Intensive Literacy Programme (a three week daily programme) and intensive 1-1 programme.

In October 2015 the SLT undertook a strategic review of SEN provision. Teaching in the small groups was seen to be outstanding and this was in part due to good relationships and the teacher's excellent knowledge of individual pupils. To maximise staffing, the small groups are now timetabled on one wing which means the optimum size of at least eight can be timetabled. However since this change more SEN pupils needing the smaller humanities classes have transferred so the nurture class sizes have increased. The SEN Department have tried to mitigate the group sizes by staffing the groups with two SEN staff when appropriate. The limitations of only having one smaller group is that it prevents strategic grouping of particular pupils. Future plans to reintroduce groups on both wings is underway especially as the SEN cohort at KS3 is not decreasing.

The Assistant SENCo carried out twenty-three 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. Fifty pupils were assessed for exam arrangements, with thirty-six qualifying for some form of access arrangement (an increase on previous years)

The SEN Team have converted five days of general TA days into three days of HLTA in order to focus more on literacy intervention. This initiative started in the Summer Term of 2017 and has already added much needed skill capacity to the literacy work.

Maths interventions included a computer based programme which TAs delivered in tutor time. Twenty pupils accessed the intervention with 25% being SEN. Four out of five SEN pupils gained



points in topic gaps. 'First Class at Maths' is a more intensive Maths intervention and in 2016-17 one of the TAs undertook training to deliver it in conjunction with the small group maths teacher. Four SEN pupils participated in the programme and all four made accelerated progress.

Twenty-two pupils were seen regularly by the Engagement Mentor for 1-1 work. 46% were seen for the whole year, 25% made enough progress to complete the work and the rest will continue into 2017-18. Attendance in sessions is good and pupils appreciate the input. The Engagement Mentor more intensively supported seventeen families through participation in TAFs, Attendance Meetings, LAC or SEN reviews. Sometimes home visits were involved and the families were supported with strategies they could use at home. Towards the end of the year the Engagement Mentor was intensively involved with a small number of Year 9 pupils and contributed to the setting up of an alternative provision for targeted pupils.

Individual Behaviour Plans are used to reduce exclusion. Collaboration between WIN, the Intervention Department and the Heads of Year is generally effective in managing high need pupils. In 2016-17 a number of KS3 pupils stretched the capacity of the pastoral teams. All resources within school were used and outside agencies brought on board, including Meadowbrook provision. Schools are working hard with outside agencies to manage complex pupils but the resources available to school have significantly reduced over the last four years. Exclusions increased for SEN pupils due to the nature of the behaviour displayed. The Warriner SEN and wider Pastoral and Student Services Teams are very proactive in seeking appropriate support and using funding (SEN, Pupil premium or IYFAP) to provide the right support for pupils. Engagement by school in the CAF/TAC process is a strength and in 2016-17 eleven SEN pupils were part of the CAF process.

Language and Communication intervention was set up for a targeted group of six SEN pupils. Work on social skills and emotional literacy was enjoyed by the group and all made progress in their confidence and skills.

During January and June 2017 seventeen SEN pupils participated in small group anxiety interventions. Attendance was excellent. Outcomes were positive; on completion of self-evaluation scores, the average point score at the start was twenty-three and on completion was forty-two. Girls made more progress than boys, probably because boys rated themselves high at the start whereas girls showed more self-awareness and knowledge about anxiety prior to the course.

Cognition training is an intervention focussed on the process of learning. The intervention is based on metacognitive approaches and was a new intervention last year designed by the SENCo. In 2016-17, 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.

In 2016-17 the SEN Department also ran two after school interventions; an after school study group ran on Mondays for eight targeted Year 11 pupils. Five of these attended regularly. There

was also an after school spelling group. Fourteen pupils attended this and the six who attended most frequently, made gains in their spelling ages.

StudyZone (SZ) 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. Forty-nine pupils were timetabled in SZ on a regular basis with numbers fluctuating according to need and with transitions into Warriner in KS4. (This is an increase on the previous year where twenty pupils had regular slots). The identified need for such a provision is increasing with factors such as medical needs e.g. chronic fatigue, anxiety, school moves and increasing pressure on pupils in GCSE years. The mix of pupils has been more diverse as SZ is becoming more of a whole school provision. The careful introduction of other pupils has raised the profile of the provision and therefore reduced the stigma that had previously been apparent. There has been an increase in the number of pupils on reduced timetables. A small number of pupils, some of whom have medical or mental health issues are low attenders and even time in SZ has not worked in increasing their attendance. The largest proportion of pupils using SZ are those who are taking one less GCSE but this has been targeted and managed by the SEN Department. The balance between independent working and capacity of the SZ Manager to provide support has to be managed carefully as many SEN pupils benefit hugely from the nurture and subject support provided in SZ.

Pupils with Medical Needs were also supported by WIN in 2016-17 and the Assistant Head coordinated off site provision via the Oxfordshire Hospital Schools. Individual Medical Plans have been written for about twenty pupils in school and circulated to staff. 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.

The SEN Team carried out a pupil voice survey across Years 7-11. Key points from the survey are that well over 60% of SEN pupils feel they understand lesson content and that teachers understand their needs. The vast majority of SEN pupils feel safe in school with over 75% of them feeling comfortable in knowing they have someone to talk to. Pupils receiving TA support and 1-1s find this helpful, supportive and impactful. Pupils appreciate small group lessons for being less distracting where they can focus more and produce good work at a more relaxed pace. Teachers are using strategies that pupils feel help them such as pictures, sentence starters, calm pace. The role of the Key Worker is generally received very positively.

Year 7's were statistically more likely to feel misunderstood, not supported and struggling in lessons. Background distractions, the fast pace and lack of clear explanation seems to be a common reason many SEN pupils give for general lack of comprehension in lessons. SEN pupils would like to see their TAs more often outside of lesson in targeted 1-1 work. Some SEN pupils wanted more support with reading and increased use of computers for writing and in tests was mentioned.

TAs are allocated individual SEN pupils to key work over the school year. Reduced staffing and less admin time has limited the time Key Workers have to see individual pupils and this is an area to review going forwards as research shows that for vulnerable pupils to achieve, having a trusted adult to provide consistent, frequent and nurturing support is vital.

**Attendance and Exclusion**

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

	% persistent absentees absent for more than 15% or more sessions 2015-16			
	<u>School</u>	<u>National</u>		
SEN Support	13.3	11.1		
Statement/EHCP	35.1	11.0		
	% 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	
	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>
Whole cohort	15.8	12.4	15.9	12.8
SEN Support	31.8	21.2	15	-
EHCP	31.4	20.5	31.5	-

Analysis of reasons for absence were looked at as part of joint working between Attendance Team and SENCo.

Main reasons for absence	June 2017 SEN Cohort - 24% persistent absentees Whole School - 16% persistent absentees
Total SEN – 160 pupils	
Long Term medical issues	18%
Illness	23%
Reduced timetables	15%
Exclusions	10%
School refuse	13%
Unauthorised holiday	0.25%
Anxiety	10%
Family Issues	7%

There are fewer pupils at SEN Support who were persistent absentees compared to the previous year. However absence in the SEN cohort is 8% higher than the school cohort in general. The Attendance Officer worked closely with the SEN Team to support these pupils and encourage good attendance. Interventions were put in place in the form of robust TAF meetings, outside agency support and adapted timetables or 1-1 support to help particular pupils feel comfortable in school. The attendance of ten of pupils with EHCPs is a concern but a number of these pupils had/have complex medical issues/illness or significant anxiety related issues which impacted on

attendance. These pupils and their families were supported via outside agency and in school support. The Attendance and SEN Team have a joint action plan with the aim to narrow the gap and raise attendance in the SEN cohort.

<b>Exclusion Data 2015-16</b>							
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
<b>Exclusion Data 2016-17</b>							
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

The SEN and Pastoral Team worked hard to minimise exclusions in the SEN cohort and to raise awareness of the impact of exclusion amongst staff. Exclusions of pupils with EHCPs have reduced significantly and are much better than national figures. Exclusions of pupil at SEN Support increased in this academic year and in particular was focused on a small cohort of pupils in Year 9 who frequently presented challenging behaviour, despite intervention and supportive timetabling. The school invested in alternative provision to try and minimise exclusion and give these pupils a better opportunity at success in school. College options were used to give a small number of pupils time out of school to do a vocational course. The school has a clear Behaviour for Learning Policy and reinforces boundaries where the impact of behaviour on other pupils or staff is a concern. The school continues to think outside the box and look for creative ways to support behaviour and minimise exclusion.

### **Work with Parents**

The WIN Department works closely with parents. All SEN pupils have regular SEN reviews and the SEN Team are always available at subject consultations. Key Workers call or email home to targeted parents and the Engagement Mentor has worked more closely with some parents. The Team are very involved in multi-agency meetings with parents such as TAFs. The Department operates an open door policy and encourages informal and formal contact from parents. Some parents have volunteered as readers for exams. There has been a regular Parent Workshop in place, which meets six times a year. Up to ten families attend this on a regular basis.

### **Work with Governors**

The SENCo liaises regularly with the SEN Link Governor and uses the useful contacts in the local area to open up opportunities for funding and family events to Warriner families. The SEN Link Governor visits more formally at least twice a year. Visits include lesson dipping and discussion with the Team. The Link Governor is fully aware of the challenges facing the SEN Department year on year with different cohorts of pupils.

### **CPD**

Regular CPD was in place for all staff in 2016-17, led by the SENCo and Assistant SENCo. The programme included whole staff SEN sessions on key topics and targeted work with individual staff. The most effective CPD which teachers value most, were the short CPD sessions which were well attended. The SENCo and Assistant SENCo worked closely with TAs to initiate more feedback to teachers in lessons. Collaboration with the CIRB developed in 2016-17, with the initiation of joint department meetings and intensive mentoring of the new Lead Teacher by the SENCo.

CPD is identified through ongoing Monitoring and Evaluation of teaching across the year. SLT carry out regular lesson dips and observations and monitor the strengths and areas of development across the school. Inclusive strategies are monitored and teachers needing input on developing in this area are offered support and ideas. The SENCo has audited teacher confidence in being able to meet needs of pupils and this will be repeated at the end of the year.

Members of the SEN Team regularly update their skills. The SENCo trained to be a SEND Reviewer in 2016 via the London Leadership Strategy and Oxfordshire Teaching Schools Alliance. Two SEND reviews of other schools were carried out. The SENCo is an Advisory Group member for the National Charity NASEN. The SENCo completed an intensive course on trauma and its impact on pupils, funded by the Virtual School for Looked After Children. The SENCo spoke at the Virtual School conference to show case the good practice at The Warriner. The Engagement Mentor has undertaken counselling training and completed Level 2 accreditation and the LAC Key Worker completed the ELSA (Emotional Literacy Support Assistant) training. One TA completed First Class at Maths training. The Assistant SENCo updated evidence for new accreditation needed to run exam arrangements – this is ongoing.

### **Effectiveness of Multi-agency interventions and support**

The Warriner has established links with a wide range of outside agencies and in 2016-17 worked with:

- The Local Community Support Service ( LCSS)
- Speech and Language Service
- Educational Psychology Service

- Primary Partnership and MAT SEN Teams
- Local special schools
- Autism Outreach (SENS)
- Physical Difficulties Service
- Hearing Impaired Service
- Social Services
- The Virtual School for LAC
- Occupational Therapy and Physiotherapy Service
- Local hospitals
- Oxfordshire Hospital Schools
- CAMHS/PCAMHS
- Local GPs
- Police
- School Counsellors
- School Nurse Team
- Meadowbrook

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. The Warriner SEN Team have collaborated with local special schools such as Frank Wise and Swalcliffe Park to share good practice. The SENCo has close links with the Oxfordshire Hospital School and is involved in developing support for schools who are working with pupils with medical needs. The SENCo has been developing collaborative work with Oxford University Education Department and working with them to provide better quality inclusion training to interns.

The Assistant Head Teacher (also SENCO) 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 2016-17 were:

- To improve academic outcomes for SEN pupils
- To raise attainment of SEN cohort in maths and science
- To develop subject teachers skills in planning for SEN pupils
- To continue to review the curriculum offer for SEN pupils
- To develop the engagement of SEN pupils in FAR marking and homework
- To increase number of pupils accessing literacy intervention and make effective use of literacy data.
- To raise awareness of attendance and improve SEN attendance

- To improve TA feedback to teachers
- To develop use of peer support
- To raise attainment of Looked After and Adopted pupils

Impact:

- Attainment of SEN pupils remains a high priority. KS3 SEN pupils make good progress. Pupils in Year 11 with EHCs did not make expected progress. Progress is monitored closely and interventions were put in place for groups and individuals.
- The SENCo has been working closely with the Science and Maths Departments. Maths interventions for small groups are now established. SEN pupils with specific learning difficulties are making good progress in Maths. The Department are looking at ways to support pupils with more general learning needs to access the GCSE curriculum. Science has set up foundation groups in all year groups following the successful GCSE model. Triple Science is an area of success for SEN pupils.
- CPD on SEN was delivered to support subject teachers but not accessed by many staff in 2016-17. All staff had access to comprehensive information about pupils and strategies to use in class. Pupil Profiles are used by subject teachers.
- The SEN Department worked hard to make marking and feedback more accessible to SEN groups. Pupils are responding more regularly to marking comments. The school has identified that marking and feedback is a whole school priority for vulnerable pupils.
- Seventy-five pupils accessed literacy interventions in 2016-17 which was constant from 2015-16. Staffing capacity and maternity leave of HLTA limited the potential slots available. The SEN Team have identified that one hundred and forty pupils would benefit from literacy intervention so this is an ongoing challenge.
- Attendance remains a concern, particularly for pupils with chronic illness or anxiety/mental health issues alongside their SEN.
- TAs have set time allocated to do collaborative work with teachers –a small amount of time per week but a start. Most TAs are confident to feedback in lessons to teachers. This is an ongoing priority as research has shown that effective TA support starts with communication and preparedness.
- In 2016-17 all sixth formers were timetabled a lesson per fortnight to support an individual SEN pupil or a class. This was very successful but hard to maintain due to monitoring the attendance of sixth formers in lessons. Where it worked well it benefitted both the Sixth Form Mentor and the SEN pupils.
- Continued work with Looked After and adopted pupils was a priority in 2016-17 and, in particular, very focussed work was carried out with the Year 11 cohort. Attainment was positive, especially in English and all pupils transferred to their chosen post-16 setting. Awareness of barriers faced by Looked After and previously Looked After pupils is well established at the Warriner.

### **Strengths of SEN at The Warriner**

- Provision mapping and identifying creative and innovative interventions with diminishing resources
- Inclusive ethos and strong team identity and openness to further training and development.
- Collaboration between pastoral and SEN Teams within school - FABS meetings etc.
- Knowledge and implementation of SEN and LAC National Agenda
- Identification and delivery of literacy, behaviour and study support - developing numeracy interventions.
- Delivery of bespoke support for pupils with autism, anxiety or mental health issues
- CPD for support staff and teachers with advice and guidance regarding strategies.
- Work with outside agencies
- ASDAN/COPE courses
- Nurture Class for lower ability and vulnerable pupils
- Small Group provision in English, Science and Maths
- Support outside class - lunchtime supervision, 1-1 mentoring, Key Worker support
- Engagement of parents in review process
- Structure for supporting pupils with medical issues

### **Areas of Development**

- Pupil progress - increase number of SEN pupils reaching flight path targets
- Develop skills of mainstream teachers in teaching SEN pupils – focus on Maths and Science
- Work with individual departments on Inclusive Schemes of Work and lesson planning
- Further develop provision for pupils with challenging behaviour and reduce exclusions
- Attendance of SEN pupils in KS4 - an ongoing concern - build confidence in parents
- Managing curriculum expectations for SEN pupils to ensure pupils are given opportunities for success.
- Develop staff knowledge of literacy difficulties.
- Develop alternative qualifications such as Unit Wards for targeted individual SEN pupils
- To raise awareness and attainment of pupils who are disadvantaged and SEN
- To further develop awareness and provision for previously Looked After Children
- To further develop TA preparedness and feedback
- To secure resources for lap tops to develop use of technology to support the independence of dyslexic pupils

Nationally the future for pupils with SEN is concerning. 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. This concerns SEN staff as they see the impact on pupils' self-esteem and wellbeing of having to do an inaccessible course. All SEN staff want SEN pupils to aim high, but we must not underestimate how it feels to be the pupil who is aware that they are going to get a low grade, despite their efforts. The target driven culture of education can sometimes alienate our most vulnerable pupils. At Warriner the aim is to continue to offer a varied curriculum as we can always offer opportunities to be successful.

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 positive and meaningful.

The provision for SEND 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 well in several areas. SEN pupils feel safe and supported in The Warriner. The progress SEN pupils make in national exams in maths and science is an area the school needs to address. Providing appropriate experiences for pupils for whom emotional regulation is an issue across Oxfordshire is a challenge for an inclusive school such as The Warriner. The Warriner continues to be creative and inclusive and SEN staff continue to raise awareness of the need to focus on the most vulnerable in our schools as if we can get it right for these pupils, the rest of the cohort benefits.

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