

SEND Annual Report 2015-16

SUMMARY:

- The outcome report for SEND provisions as provided by the SEND strand throughout 2015-2016, overall average is 0.4 + (as expected), a more detailed report of this has been provided.
- The quality of Teaching and Learning for SEND students across the Academy is inconsistent and requires improvement (B11 report).
- The Social Capital Director/team monitors standards of behaviour of SEND students. Most students with SEND demonstrate very good attitudes towards learning when appropriately challenged with an adapted curriculum.
- The Social Capital Director/team also monitors attendance of students with SEND. Data for 2015-16 shows that attendance of SEND students is currently 90.1%. This is slightly above the whole-school attendance of 89.91% for the same period. However this is below the Academy of target of 96%. This difference is largely due to sixteen SEND students, who are persistent non-attenders. These students and their families are being closely monitored by the Academy and all necessary outside agencies are involved.
- The leadership and management of the SEND strand is good. The SENDCO and Assistant SENDCO both demonstrate an ambitious vision for the Academy and have high expectations of all students and teachers. However, further support is required from the Senior Leadership Team to drive and promote SEND and Inclusion across the Academy.

RECOMMENDATIONS:

Governors to:

- Note the report
- Give a view as to how well the academy is addressing the needs of pupils with special educational needs and/or disabilities
- Approve the report for publication on the website

1	How does the academy identify children with special educational needs/disabilities?	A student has special educational needs where their learning difficulty or disability calls for special educational provision; namely provision different from or additional to that normally available to students of the same age. The academy's criteria to identify students with SEND is through 'SEN Support' and the use of a graduated approach; an assess, plan, do, review cycle has replaced the previous 'school action' and 'school action plus'. Students are only identified as having special educational needs if, after 'Quality First Teaching', careful planning and differentiation of the curriculum, social capital support etc., a students expected progress/curriculum access continues to be at 'needs support'. Then additional and/or different provision is made. Students may also be identified as having a disability due to a physical difficulty.
2	How many children in the academy have special	The academy currently has 143 students on the Special Educational Needs register.

	educational needs/disabilities?	
3	How many children are being provided for at K (SEN Support), S (Statement), EHCP (Education Health Care Plan)	<ul style="list-style-type: none"> • K – 135 students • S – 2 students • EHCP – 9 students
4	How many children have met the exit criteria and no longer need that support?	In the past 12 months 31 students have met the exit criteria and been removed from the SEND register. The majority of these students have been from Year 7, upon assessment they do not meet the academy SEND criteria.
5	What types of special education needs does the academy currently need to provide?	<p>The types of Special Education Needs that the Academy needs to provide for fall under four broad categories:</p> <ul style="list-style-type: none"> • Communication and Interaction - Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorder (ASD). • Cognition and Learning - Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SPLD) including but not limited to dyslexia, dyspraxia and dyscalculia. • Social, Mental and Emotional Health (SMEH) - including but not limited to Self-Harm, depression, ADHD, Attachment disorder. • Sensory and/or Physical Needs - Visual Impairment (VI), Hearing Impairment (HI), Multi Sensory Impairment (MSI) and Physical difficulties (PD). <p>It is important to note than some students fall into more than one category of SEND</p>
6	How are students with SEND ensured access to the curriculum?	<p>The levels of support a student receives as part of the graduated approach at the academy are as follows:</p> <p>Wave 1 - Quality First Teaching is at the heart of the SEND provision at Essa Academy. We strive to raise aspirations for all our Students irrespective of their background, culture, ethnic origin, religion or any other status. Students are empowered to achieve their full potential through a highly differentiated curriculum, creative technologies and opportunities to encounter new experiences. The responsibility for appropriate differentiation and for identifying and meeting educational needs of the student is the responsibility of the class or subject teacher. The function of other</p>

		<p>staff/professionals e.g. SENDCO, local authority services, health professionals, is to support them in fulfilling this responsibility.</p> <p>Wave 2 - SEN Support level, a student SEND profile is created and additional support is put in place. Additional support could include: TA in-class support; withdrawal sessions or specific interventions. Additional support is created on an individual basis. Progress is monitored through provision mapping.</p> <p>Wave 3 - Students receive support from an outside agency, which offer school advice and give strategies on how we can best support the young person. All information is communicated to staff and parents by the SENDCO. Progress is monitored through the provision mapping programme Edukey and the whole academy assessment framework.</p> <p>Education Health Care Plan</p> <p>A request could be made for an Education, Health and Care Plan (EHC Plan) and support is received through high needs funding.</p> <p>At all stages of the SEND process the student and their parents/carers are involved.</p>
7	<p>What are the targets and outcomes for children with special education needs (high level data only)</p>	<p>SEND Reading DATA</p> <p>The data of the SEND cohort through reading/literacy intervention shows that students have made good progress throughout 2015-16.</p> <p>Year 7</p> <p>75% of SEND students made progress Average progress – 12.5 months 45% of SEND students were already above the standardised score of 85 Only 3 students on intervention did not make progress, due to poor attendance</p> <p>Year 8</p> <p>81% of SEND students made progress Average progress – 9.3 months 43% of SEND students are now above the standardised score of 85 4 students on intervention did not make progress, underlying causes are being investigated/monitored</p> <p>Year 9</p> <p>94% of SEND students made progress Average progress - 25.9 months 63% of SEND students are now above the standardised score of 85 1 student on intervention did not make progress due to persistent non attendance</p> <p>Year 10</p> <p>90% of SEND students made progress Average progress - 21.4 months</p>

53% of SEND students are now above the standardised score of 85
2 students on intervention did not make progress due to behaviour concerns, referred to Social capital team.

Year 11

90% of SEND students made progress
Average progress - 28.1 months
1 student did not make any progress due to persistent non-attendance

SEND Curriculum DATA

Year 7 to 9

On average 80% of SEND students are making at least expected progress.

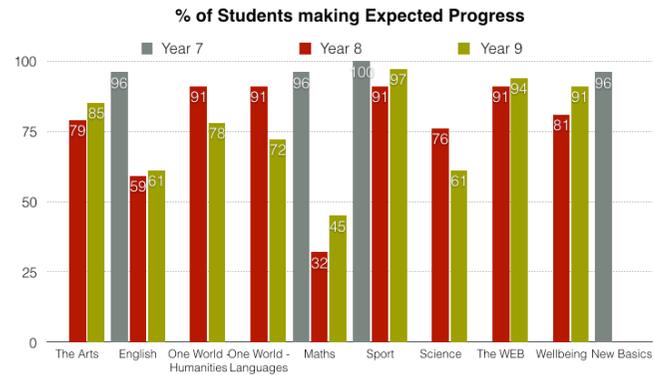
Year 7 100 % of SEND students are making expected progress.
Year 7 25% SEND students are exceeding expected progress.

Year 8 – 77% of SEND students are making expected progress
Year 9 – 76% of SEND students are making expected progress

- In year 9 the only student to be exceeding expected progress in all subjects is a SEND student
- Only two students are failing to make expected progress in at least two strands, this is due to persistent non-attendance.
- The maths curriculum reform has had an impact on the performance of SEND students in year 8 and 9. Targets are exceptionally high to achieve under the new curriculum.
- SEND students are making better progress than those with no SEN across KS3.

SEN Students

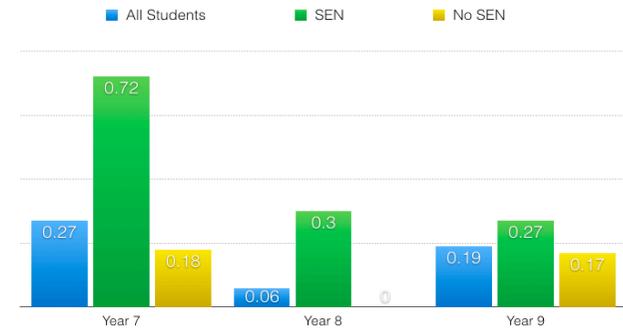
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Students are making expected progress

Average Progress Score - SEN

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Year 10 - 61% of year 10 students

	SEN Students: Essa Actual 2015	SEN Students: National 2015	SEN Students: Expected 2017	All Students: Expected 2016
Attainment 8 Total	28.7	not available	31.3	46.8
Progress 8 Score	0.08	not available	-0.02	0.05
English & Mathematics A*-C	20%	25%	6%	38%
EBacc	10%	6%	0%	17%

Year 10 SEND Data of Regular Attenders

	SEND Students: Essa Actual 2015	SEND Students: National 2015	SEND Students: Expected 2017
Attainment 8 Target	Not Available	Not Available	31.5
Attainment 8 Score	28.7	Not Available	34.4
Progress 8 Target	Not Available	Not Available	0.25
Progress 8 Score	0.08	Not Available	0.50
English & Maths A*-C	20%	25%	13%
EBacc	10%	6%	0%

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- **Poor attendance, including persistent non-attendance is having a dramatic affect on the progress of SEND students in year 10 and 11 as shown in the tables above.**

Year 11 SEND data

	SEN Students: Essa Actual 2015	SEN Students: National 2015	SEN Students: Expected 2016	All Students: Expected 2016
Attainment 8 Total	28.7	not available	26.5	45.5
Progress 8 Score	0.08	not available	-0.51	0.14
English & Mathematics A* - C	20%	25%	17%	53%
EBacc	10%	6%	15%	27%

Year 11 SEND Data of Regular Attenders

	SEND Students: Essa Actual 2015	SEND Students: National 2015	SEND Students: Expected 2016
Attainment 8 Target	Not Available	Not Available	29.0
Attainment 8 Score	28.7	Not Available	33.2
Progress 8 Target	Not Available	Not Available	0.25
Progress 8 Score	0.08	Not Available	0.28
English & Maths A*-C	20%	25%	20%
EBacc	10%	6%	20%

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How is their progress monitored?

All Students academic and welfare progress is monitored through the Academy's assessment and tracking system. Attendance is tracked by social capital leaders and recorded on progresso. This is also monitored by the SENDCO on a half termly basis.

Reading ages of students on the SEND register are monitored termly by the SEND team. Intervention progress is monitored through provision mapping by the SEND team and reviewed by the SENDCO and necessary parties on a termly basis. All students on an intervention are set Smart targets, which are then reviewed at the end, by the person leading on the intervention. All SEND students' are set regular targets by their curriculum teachers' through the academy Marking and feedback policy.

9	<p>Are all the relevant plans in place? (Provision maps, individual education plans, pastoral plans)</p>	<p>All SEND students are provision-mapped through 'Edukey', which has been invested in from September 2015. All high need SEND students have an individual learning plan. All SEND students have an individual profile on Progresso, which are reviewed termly. Detailed 'One Page profiles' are in place for all high needs students and have been shared with their class teachers. All students with health/medical needs have a detailed Healthcare plan, which are reviewed termly or as and when appropriate.</p>
10	<p>How are academy resources deployed?</p> <ul style="list-style-type: none"> ▪ How many LSAs ▪ Any external support ▪ Equipment and any adaptations 	<p>1 x SENDCO - 9 hours class based teaching time (New Basics/Entry level English). 1 x Assistant SENDCO – 15 hours class based teaching (New Basics/Entry level English). To be removed as of September 2016</p> <p><u>Teaching Assistants</u></p> <p>15 Teaching Assistants, although some are part time - <u>TOTAL = 13.5 Teaching Assistants</u></p> <p>1.6 HLTA's who deliver literacy intervention to year 8-10, and also provide some in-class support to students as and when the timetable requires.</p> <p>1.8 HLTA who work with students with Social Emotional and Mental Health difficulties. They run the learning centre daily and also provide care to a student with Physical difficulties. They offer counselling, art therapy and anger management interventions.</p> <p>1.4 TA3 Numeracy specialists, who offer both numeracy intervention across years 7 to 11. They also provide some in class support.</p> <p>1 x TA3 who provides TA support in-class and parental liaison</p> <p>1 x TA3 who provides Nurture, Drama for Social skills and Lego therapy intervention and some in-class support.</p> <p>2 x TA2 in New Basics who provide literacy intervention and in-class support.</p> <p>1 x Trainee TA in New Basics who provides literacy intervention and in-class support.</p> <p>1 x Trainee TA – Art specialist, in-class support and leads some nurture groups. Also runs SEND student council.</p> <p>0.25 x TA2 temporary student specific TA</p> <p>1 x TA2 who runs the academy's New Arrival programme and provides support to International New Arrivals. Also runs EAL ambassadors</p> <p>1 x TA2 student specific support SLCN, and runs SEND student council</p> <p>In-class support is for students with a statement, Education Health Care Plan or in the process of an application.</p> <p><u>SEND Administration</u></p> <p>1 x 2 hours per day, equivalent to 1.3 days a week</p>

11	Are there any budget/resource issues in terms of SEND provision?	<p>A small team of teaching assistants, to meet the vast SEND and EAL needs means that as a resource the SEND team can be stretched providing in-class support for students with a statement or Education Health Care Plans and also being able to offer interventions.</p> <p>Challenges to provide adequate support can arise when a student transitions from another school or country that does not have an EHC Plan but it is evident that they need one. To be able to apply for an EHC Plan the academy has to show that they are already providing support, above that of place and place plus funding (in excess of £10,000). Without the resources to be able to provide that level of support we are unable to apply for high needs funding and therefore a student will not be able to be issued with an EHC Plan. This lack of support can then have a detrimental affect on their academic progress across the curriculum.</p>
12	Describe the progress on any parts of the Academy Improvement Plan relating to SEND	<p>'Differentiation to take sufficient account of the range of abilities within a class – Elklan, SEND TLC'.</p> <p>A SEND Teaching and Learning Community has been developed since September 2015, led by the Assistant SENDCO. A member from each strand makes up the SEND TLC. During the Autumn term they completed accredited ELKLAN training (Speech and Language training). The team then delivered two CPD sessions to the rest of the Academy. Elklan strategies are a key tool for differentiation. All staff have access to an Elklan resource that provides suggestions for differentiation.</p> <p>The SEND TLC has had training in specific learning difficulties in the spring term, with suggestions of strategies for differentiation to share with their teams.</p>
13	When was the SEND policy last reviewed and when will it be reviewed next?	<p>The SEND Policy has been reviewed and is currently in draft format, it is due to go to the governing body to be ratified. Following the allocation of places of year six students, the SENDCO will work with the Primary Schools and in order to identify those students with SEND. Essa Academy has strong and clear procedures for transition to support for all students including those with SEND.</p>
14	Has the SENDCO undertaken the necessary training?	<p>The SENDCO has completed National SENDCO Award, and passed with Merit in June 2013 from Manchester Metropolitan University. The SENDCO is now currently undertaking an MA in specific learning difficulties (SPLD) at Manchester Metropolitan University.</p> <p>The Assistant SENDCO is currently undertaking the National SENDCO Award at Manchester Metropolitan University. Unfortunately this skill set will be lost from September 2016.</p>
15	Have the relevant staff members received appropriate training?	<p>All teachers have been participating in the on-going 'Assessment for Learning' programme since Sept 2014 as part of driving 'quality first teaching' across the academy. The SEND TLC have all had access to specific SEND training. Due to the current high turn over of staff, it would be beneficial for a cycle of annual SEND training to be delivered to all staff in the key areas of SEN.</p>
16	Which external	<p>The SEND team are currently working with a number of external support agencies, these include:</p>

	<p>agencies and support agencies are the academy working with and how well is this working?</p>	<p>Sensory support service, Ladywood Outreach, Physiotherapy Service, Occupational therapy, Educational Psychology service, Behaviour support service, CAMHS, Connexions, School nurse, Achievement Cohesion integration service, Youth offending team, Early intervention service</p> <p>The SEND strand has excellent working relationships with all the agencies involved with students on the SEND register. This is a particular strength of the strand. Regular meetings are held with the SENDCO or Assistant SENDCO to monitor those students needs and progress. There is also close liaison between the SEND team and the Social Capital Team.</p>
17	<p>What communication strategies are in place for parents/carers of children with SEND?</p>	<p>All parents of students on the SEND register are invited to meet with the SENDCO/Assistant SENDCO by letter, termly. Email and phone calls are also a regular form of communication between the SEND strand and parents. Home visits are made to hard to reach parents as and when necessary, by both the social capital team and the SEND strand.</p>
18	<p>What is going well?</p>	<p><u>Achievement</u></p> <ul style="list-style-type: none"> • The implementation of Edukey provision mapping system to enable robust tracking of SEND interventions. • When SEND students are regularly attending the academy data shows that they are making good progress. • The progress of SEND students out performs those without SEND. • Data shows that Interventions led by the SEND strand show positive outcomes and SEND students make good progress. <p><u>Quality of Teaching</u></p> <ul style="list-style-type: none"> • Ange Holt's leadership of the SEND strand teaching assistants TLC group, and her contributions to the Academy Teaching and Learning Community. • The SEND TLC group, which includes termly progress meetings for SEND students throughout the year. • Feedback from strands and TA observations show that TA support is good with some outstanding features. Effective TA support was also noted in the DfE report. <p><u>Behaviour and Safety</u></p> <ul style="list-style-type: none"> • Most students with SEND demonstrate very good attitudes towards learning when appropriately challenged with an adapted curriculum. • Strong working partnerships with outside multi-agencies. <p><u>Leadership and management</u></p> <ul style="list-style-type: none"> • The appointment of the Assistant SENCO in September 2015 has enabled support for the SENDCO to provide 'accurate and timely identification of SEND and early intervention' Ofsted (2010) to be provided. • Strong leadership, including the leadership from within the team by higher level teaching assistants and First Aid Leader Mrs Linda Kelly who supports the SENDCO with managing the Health and care plans. • The implementation of Edukey provision mapping system to enable robust tracking of SEND interventions. • A positive EAL audit undertaken by the Achievement Cohesion and Integration service (ACIS) with suggestions

		of how EAL can be moved forward across the academy.
19	What is going less well and needs to be improved?	<p><u>Achievement</u></p> <ul style="list-style-type: none"> SEND students need more frequent exposure to core subjects throughout the week – This will be improved by the new curriculum structure. The timely implementation of GL assessment for baseline assessment has been inadequate due to the lack of ICT facilities. <p><u>Quality of Teaching</u></p> <ul style="list-style-type: none"> QFT is inconsistent across the curriculum (B11 report). Annual CPD delivered to all staff throughout the year in the key areas of SEND (Specific Learning Difficulties, Autism, Speech Language and communication, Mental Health and sensory difficulties needs to be implemented to support teaching staff. <p><u>Behaviour and Safety</u></p> <ul style="list-style-type: none"> A high portion of SEND parents are hard to reach and regularly do not attend scheduled meetings. Attendance has a negative impact on SEND student's progress and is an issue within the Academy. The academy website needs to have a SEND page with easy access and sign posting for parents to view the academy's SEND Code of Practice and the academy offer. This information has all been provided by the SENDCO. <p><u>Leadership and management</u></p> <ul style="list-style-type: none"> The removal of the Assistant SENDCO is a backward step for SEND across the academy and detrimental to the future development of SEND, as stated in the report given to Andy Peet by Jemma Greenwood on 8th April 2016. SEND admin support at equivalent to 1.3 days a week is inadequate.