



DAYSPRING TRUST

Venerable Bede CE Academy

SEND Report to Directors

Ratified by: Executive Headteacher
Date of review: December 2018
Date of next review: December 2019

School profile for SEND

What is SEND:

The Code of Practice 2014 states that a child or young person has a special need if they “have a significantly greater difficulty in learning than the majority of others of the same age”

OR

“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”

There are four broad areas of need:

- Communication and Interaction
- Cognition and learning
- Social, Emotional Mental Health Difficulties
- Sensory and Physical Difficulties

Academy SEND Overview:

The Academy has a Team of Staff to support students with Special Educational Needs including SENDCo, HLTA and TA's.

The SENDCo (Mrs. S Richardson sarah.richardson@venerablebede.co.uk) is responsible for overseeing the day-to-day operation of the SEND department including:

- Developing and reviewing the SEN Policy
- Updating the SEN Register and pupil information so that staff can plan and deliver appropriately for individual pupils
- Monitoring and reviewing the progress of pupils on the SEND Register
- Liaising with parents so that they are fully informed, and with outside agencies who support our pupils
- Identifying pupils who require access arrangements for exams
- Working with other schools/colleges to ensure a smooth transition when SEND pupils arrive or leave

Approximately 19% of pupils have a Special Educational Need or disability. The register is a working document which is updated continuously. 0.9% of pupils on roll have an Education, Health and Care Plan. Numbers of pupils with particular needs can be seen in the table below. Some pupils have more than one area of need.

The SEN Director is Chris Rayner (contact trisha.northway@venerablebede.co.uk)

Year 7		Year 8		Year 9		Year 10		Year 11	
SEN	EHCP	SEN	EHCP	SEN	EHCP	SEN	EHCP	SEN	EHCP
19.6%	3	19.4%	1	21%	2	24.3%	0	16.8%	2

The table identifies 183 pupils with SEN. This figure is not accurate representation of pupil per year group due to those pupils identified as having multiple SEN areas of Needs (co-morbidity)

Year	ASD	SEMH*	MLD	PD	SLCN	SPLD	BESD	HI	VI	Other	Total
7	4	10	7	1	2	4	1	3	0	4	36
8	3	8	7	4	3	6	0	1	3	1	36
9	5	8	8	0	4	4	2	1	1	5	38
10	9	11	8	1	2	11	0	0	0	2	44
11	4	5	10	2	1	5	0	0	1	1	29
Total	25	42	40	8	12	30	3	5	5	13	183

*SEMH includes those pupils with a diagnosis of ADHD

Identifying pupils with SEND

How the school identifies pupils with SEND

- The SENDCo and/or the Pastoral Team liaise with all Primary Schools to ensure that information on pupils arriving into the Academy in Y7 is shared in line with the Local Authority Transition Protocol (or with other schools in the case of any other admission).
- At the start of Y7 all pupils are assessed to ascertain their reading and spelling abilities. The SEND team leads these assessments and identifies pupils who need support.
- Subject teachers and parents share concerns about pupils if there is a need. The SEND team gather information, assess the need and offer support if needed.
- EAL pupils are assessed to determine their level of understanding and what support they might need. The SEND team leads these assessments.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents, carers and staff will be informed that the child has special educational needs and appropriate provision will be identified to meet the student's individual need(s).

Lack of adequate progress **may** be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated Curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent social and emotional difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

What happens once a pupil has been identified

The academy uses the **graduated response** as outlined in "The Code of Practice (2014)". To help with this process, a variety of screening procedures are used, which are then disseminated to Teaching staff.

Primary liaison

- Primary schools are visited/contacted throughout the year prior to transition. Any pupil identified as having an SEND need is referred to the SENDCO.

- The LA notifies the school about pupils who are transferring with EHC plans in the spring of their Year 5 where practicable. The SENCO attends their Annual Review in year 6 to ensure a smooth transition is made. At transition, the SENDCO becomes the LEAD Professional for the child with an EHC plan. Relevant information is disseminated to teaching staff before transfer via the pupil Student Support Plan.
- Information based on the results of national tests undertaken by pupils.

Additional tests available for pupils who may require further interventions include:

- Dyslexia screening
- Visual Stress test
- WRAT4 word, reading and sentence comprehension
- GORT4 reading
- Ravens SPM Non Verbal Reasoning Skills
- DASH speed handwriting.
- Digit memory test
- British Picture Vocabulary Scale
- WRAT4 Numeracy

Screening in other year groups

- Additional screening tests are administered when required; these are administered through a team of qualified professionals who specialise in the identification of barriers to learning and the delivery of intervention. In Year 9 pupils on the SEND register will be assessed for examination 'Access arrangements'. All out outcomes will be communicated to parents/carers by letter.

Staff Observation

- Members of staff consult with the SENDCO if they notice pupils who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken. Parents are fully consulted as part of this process.
- The SENDCO may then ask for additional diagnostic assessment to be undertaken by other professionals.

Referrals by Parents or Carers

- A student's parent/carer may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

Progress made by pupils with SEND

How Progress is monitored and reported:

- Progress of all pupils is monitored continually by subject teachers and Heads of Area.
- Progress Reports are sent to parents every term and an Annual Report is also issued.
- The SENDCO is available at all Parents Evenings to discuss any concerns parents might have in addition to discussions with their child's subject teachers.
- For pupils with an Education and Health Care Plan (EHCP), there is a formal review meeting every year with all relevant adults and the pupil invited to the meeting. Interim reviews are also held if appropriate.

Progress of pupils having SEND Intervention:

Y7 SEND pupils and those who had previously accessed Literacy intervention at Primary school have accessed reading and spelling intervention for 1 hour per week.

- 83% have demonstrated accelerated progress in reading and spelling

Y7 SEND pupils have also accessed numeracy intervention for 1 hour per week.

- 87% of these pupils have made accelerated numeracy progress

Y8 SEND pupils have accessed reading, spelling and numeracy intervention for 1 hour per week.

- 87% have demonstrated accelerated progress in reading and spelling
- 74% of these pupils have made accelerated numeracy progress

2018 LEAVERS

Progress 8 for pupils with SEND (27 pupils) was -0.624 in comparison to the figure for Non-SEND pupils (98) which was -0.443.

In English, Progress 8 for SEND pupils was -0.318 compared to -0.293 for Non-SEND pupils.

In Maths, Progress 8 for SEND pupils was -0.975 compared to -0.653 for Non-SEND pupils.

For the Ebacc element, Progress 8 for SEND pupils was -0.574 compared to -0.385 for Non-SEND pupils.

For the Open element, Progress 8 for SEND pupils was -0.645 compared to -0.463 for Non-SEND pupils.

Attainment of pupils with SEND compared with pupils without SEND

Year 11 Predicted Grades	Cohort Size	Average Total A8	4+ English	5+ English	4+ Maths	5+ Maths
SEND pupils	27	34.94	59.3%	37.0%	40.7%	14.8%
Non-SEND pupils	146	52.2	91.1%	73.3%	82.2%	63.0%
Attainment gap		-17.26	-31.8%	-36.3%	-41.5%	-48.2%

Attainment of pupils with SEND compared with pupils without SEND

Year 10 Predicted Grades	Cohort Size	Average Total A8	4+ English	5+ English	4+ Maths	5+ Maths
SEND pupils	34	32.02	58.8%	32.4%	32.4%	14.7%
Non-SEND pupils	147	44.79	85.7%	63.3%	65.3%	54.4%
Attainment gap		-12.77	-26.9%	-30.9%	-32.9%	-39.7%

Update on the school's implementation of the SEND system

Provision

Teaching pupils with SEND is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of pupils at Venerable Bede CE Academy learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the pupil to achieve at least adequate progress. Provision is identified and managed by the SENDCO but will be planned and delivered by teaching and support staff.

Graduated Response

- **Wave 1** - Quality first teaching by all teaching staff.
- **Wave 2** - Is initiated where pupils have failed to make adequate progress as identified by the SENDCO through the assessment arrangements.

Criteria for Wave 2 include:

- o Low Numeracy/Literacy scores
- o Level 3 or below
- o Teacher's observations
- o Primary teacher's comments
- o Concerns from staff or parents

Provision from within the school's resources is identified to help meet the pupil's needs. Interventions may include:

- o Additional learning programmes such as Fresh Start
- o Smaller group sessions and extraction groups for English and Mathematics delivered by HLTAs
- o Small intervention groups for dyslexia, spelling, reading comprehension difficulties and social skills
- o Appropriate teaching groups/sets
- o Group support on a regular basis

Wave 3

o Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services such as the Language and Learning Team and Educational Psychology Service. We may also seek Support from CAMHS/CYPS.

They are requested to:

- o Provide specialist assessments
- o Give advice on teaching strategies or materials
- o Provide short-term support or training for staff

The Pupil SSP is revised and new strategies are put in place following the involvement of pupil and parents. Should the assessments identify that a pupil with an EHC Plan requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

EHCP Assessment

If a pupil fails to make adequate progress and has demonstrated a significant cause for concern, the School and/or a parent /carer may decide to request that the LA begins the EHCP Process. This may lead to the pupil being provided with an EHCP. Information about any statutory assessments for EHC plans that have been submitted to the local authority (LA) and the outcomes of these shared with parents.

SEN Funding

All Pupils with SEND have access to the academy's budget up to £6,000. We use this to provide support across the curriculum, depending upon need. Some pupils with SEND may also meet the national criteria to access additional funding, identified in their EHCP.

Any decision to consider an application for additional funding would be made after careful consideration by the SENDCo, Senior Leadership Team and key trust staff. This would then be submitted according to the Local Authority High Needs Funding criteria.

- Staffing: SENDCo, HLTA, TA's (3 fulltime and 4 part-time) 1 full time TA/SEND Admin/medication
- Laptops for pupils to access the curriculum
- Support in practical lessons where applicable
- Costed provision maps for SEND pupils
- Those who are also eligible for Pupil Premium are provided with additional support and resources (see Pupil Premium Strategy Statement)

Staff development

Staff training

Admin SEND team member has completed Management in Medication to be able to administer medication to pupils with diagnosed medical needs during the school day, as per their medical care plans.

One part-time TA is currently completing a six week ELSA training program to be able to deliver emotional literacy groups to pupils identified as needing early intervention who may be at risk of future involvement in other services around their mental health.

The HLTA has completed the 12 week Jigsaw program for supporting pupils with Autism. She runs a Key stage 3 and Key Stage 4 Social Communication group in conjunction with the Autism Outreach Team. She acts as the school's Autism champion.

All staff attended school attachment awareness training in September 18 and will attend updates in 2019

Areas of Development

- Current SENDCO/Assistant Headteacher, Sarah Richardson is leaving the academy at Christmas
- Assistant Headteacher/SENDCO post has been advertised and short listing has taken place. Interviews to be held on Wednesday 12th December 2018 for an Easter 2019 start date.
- Current SENDCo to be seconded back to the academy on a Wednesday until February half term to support through transition phase. The EHT will be overseeing the area until the new SENDCo is able to take up the post.
- The current Year 7 cohort is presenting with many challenges around supporting pupils identified as SEN. The academy is working quickly to identify those barriers to learning and to refer pupils to the relevant external agencies.

Work with external agencies

The academy currently works in conjunction with;

Wavelength Psychology Services

Autism Outreach Team

Physiotherapy service

Occupational Therapy service

Language and Learning Team

Physical Disabilities Team at Oxclose

CAMHS

CYPS

Educational Psychologist for the LEA.

Counselling with Relate and Washington Mind.