SENCo's Annual Report For Governors

School: King James 1 Academy	**SENCo:** CWall
Date of Report: 12th January 2020	**SEN Governor**: Mrs Smith

- **Outcomes of SEND pupils**

The quality of SEN provision at King James is good. SEND students at Key stage 3 achieve as well or better than those students without SEND. At Key Stage 4, students with Education, Health and Care Plans perform better than similar students nationally, whilst those with SEN K status make less progress than similar students nationally.

Education Health Care Plans give a detailed description of a pupil's strengths and special educational needs. The plans highlight the support required and the strategies needed for pupils to make progress. SMART outcomes are set and these are reviewed on an annual basis. A costed provision map of the support needed is also required. Top up funding is applied for if it is required. 100% of the EHCP reviewed in 2018-2019 were very positive, academic progress was evident with some pupils achieving outstanding results. Progress had also been made in terms of social and emotional skills. Pupils with EHCP's speak very positively about the support offered within the Academy. Parents support the need to personalise the support in order to meet the individual needs.

Pupils with K status SEND require additional support that is different from the normal classroom differentiation. These pupils have an SEN plan which highlights their SEND and offers strategies to help support the pupil. SMART outcomes are agreed with the pupil, parent and Key Worker. These are reviewed on a regular, 'plan, do and review' cycle. If pupils require specialist support from other professionals or agencies they are sign posted to the appropriate support through the SERG (Supporting Excellence Referral Group) forum.

There are a number of pupils who may have SEND but their SEND can be supported through Quality First Teaching. It is important that these pupil's SEND is catered for through differentiation within the classroom in terms of level, pace and approach.

The SEND database highlights all pupils with SEND and offers strategies to be used by teaching and support staff. Students with SEND are also identified on Sims marksheets as well as on ClassCharts reports and seating plans so all staff have full access to this information.

- **Quality of teaching and Learning for SEND pupils**

The quality of Teaching and Learning for SEND pupils is good. Work is differentiated to meet the needs of individual pupils. The individual strengths of the department members offer a wealth of expertise across many subject areas. The SEND Department offers support to pupils in a multitude of ways as well as providing advice to classroom teachers on how to support students in class.
SEN students make good progress.

- **Standard of Behaviour and Attendance for SEND pupils**

There is a sustained improvement in behaviour, whilst attendance of SEND students remains broadly in line with, or better than national averages.
A wealth of support is available to pupils within the academy. The SERG forum facilitates this and appropriate support is agreed. Outcomes are identified and reviewed on a regular basis.

Attendance Data 2018-2019
 Non SEN- 95.6%   National 95%
 EHCP- 95.6%   National 91.9%
 K – 91.9%   National 92.8%

Pupil's with EHCP have very good attendance and are in line with those pupils with no identified SEND. Attendance for pupil's at K status was slightly below the expectation in 2019, but this is an anomaly when compared with other years, where attendance of SEN K students has always been better than national figures for similar students. This dip in SEN K attendance has been highlighted as a concern and measures have been put in place in collaboration with the Academy Attendance Officer to reduce this figure.

Quality of Leadership and Management of SEND provision

Quality of Leadership and Management of SEND Provision is good.   The SENCo provides a strategic vision to support students throughout their time at the academy. The SENCo and the support team work towards creating positive outcomes for all SEN students.   The Supporting Excellence Referral Group forum continues to highlight the needs of students and signposts support.

The new Pavilion building now supports Key Stage 3 Nurture groups – Yr 7, Yr8 and Yr9.   The Pavilion is open before, during and after school to support students' academic, personal and social skills.   Its aim is to provide support for vulnerable students and acts as 'stepping stone' for the transition between primary into secondary school.   Specialist staff offer differentiation in terms of level, pace and approach in order to meet the individual needs of students whilst developing independence and inclusion with the mainstream school. Students in the nurture group benefit from having the same teacher for English, Geography and History hence reducing the number of teachers and subject rooms students need to access across the academy site.

The Pavilion is a fully accessible building for disabled students. The building consists of three larger than average classrooms that look out over enclosed gardens and the school field.   Toilet facilities include a disabled toilet.   There is also a kitchen area that can be used to support breakfast club and social times but also offer opportunities for life skills.   Students are able to socialise in the garden area during the summer time.

The Cabin (Learning Support Unit) continues to provide excellent support for students finding it difficult to cope with mainstream lessons and offers individual and small group support covering all curriculum aspects as well as personal and social development.   Whilst being separate from the mainstream school it boasts a self -contained safe environment with a small enclosed garden, greenhouse and access to a kitchen area. Students are referred to the Cabin through the SERG referral process.   Specialist staff offer support for identified students with an individualised program of interventions. This ties in with the students SEN plan. The support plan is then reviewed at the end of the intervention and the student is then supported back into mainstream lessons. Specialist support staff are well trained and work closely with other agencies to promote learning for all and establish positive outcomes for individual students.

SEND developments are shared with the support team through regular staff meetings. Training needs for support staff have been developed through a bespoke training calendar throughout the year.   This training included: literacy, numeracy, SEN plans, SEN Reviews, Child Protection, Attachment Disorder, handwriting and social skills.   We also have a wide range of training calendared for this year including: Support students with ASD difficulties, supporting students with Hearing Impairments, medical administration and supporting young people with mental health issues.

LSA's work collaboratively with subject departments- supporting pupils to reach target grades and maximise their potential. Support staff, encourage students to aim high in order to improve successful outcomes. SEN plans highlight SMART outcomes, and these are shared with pupils and parents. Support staff use tracking

data to identify underachievement and drive improvements. The use of evidence is used to monitor and improve standards. There is a quality assurance calendar which is scrutinized. The performance management cycle is followed with all support staff. Personal priorities are set out and reviewed yearly.

All SEN information has been transferred into the Sims system allowing both teaching and support staff to access information in regards to individual needs and strategies to support students in lessons in a quick, efficient and safe way. Staff are also using the CPOMS safeguarding program to record any meetings and events again in a safe and secure way.

SEN numbers June 2019

Year – taken June 2019	K	E	No SEN	Grand Total
Year 11	23	1	90	114
Year 10	46	2	80	128
Year 9	40	3	102	145
Year 8	38	3	119	160
Year 7	51	4	126	181
Grand Total	213	13	622	848

Composition of cohort– by major need

Row Labels	C&L	C&I	SEMH	PD	Grand Total
11	23%	4%	69%	4%	100%
10	57%	4%	32%	6%	100%
9	49%	5%	44%	2%	100%
8	49%	7%	44%	0%	100%
7	55%	13%	25%	7%	100%
Grand Total	49%	7%	40%	4%	100%

Year – taken June 2019	K	E	No SEN	Grand Total
Year 11	20%	1%	79%	100%
Year 10	36%	2%	63%	100%
Year 9	28%	2%	70%	100%
Year 8	24%	2%	74%	100%
Year 7	28%	2%	70%	100%
Grand Total	25%	2%	73%	100%

Significant Groups of Need – EHCP/ K Status within each year group (Only the main area of need used. Please also note the number of SEN pupils supported as part of First Quality Teaching but do not access support above the normal classroom differentiation are not classified in this table) This table identifies 27% of pupils at KS3/4 have SEND. This is well above the national average 14.4%.

Progress and Achievement of SEND Pupils in the past 12 months

Yr 11 Results 2019

SEN Status	No of students	Basic 9-4 inc En/Ma	A8	P8
EHCP	1	0.00	29.0	+0.02
K	25	20.0	30.68	-0.78
No SEN	90	66.7	48.31	+0.03

SEN Students performed best in open subjects

Year 7 (July 2019)

	Subject		ALL
	Gp	Total with Grade & Target	Av grade from Target
All students	All	2240	0.19
Gender	Girls	990	0.19
	Boys	1250	0.18
SEN	K	605	0.19
	E	47	0.29

Yr 8 (July 2019)

	Subject		ALL
	Gp	Total with Grade & Target	Av grade from Target
All students	All	2117	0.01
Gender	Girls	1068	0.03
	Boys	1049	-0.01
SEN	Non SEN	1641	-0.01
	K	466	0.06
	E	10	0.16

Yr 9 (July 2019)

Group		EnLa		EnLit		Ma	
		AGfT	Total with Grade & Target	AGfT	Total with Grade & Target	AGfT	Total with Grade & Target
All students	All	-0.04	138	-0.14	135	-0.12	139
Gender	Girls	-0.03	62	-0.18	62	-0.11	62
	Boys	-0.04	76	-0.11	73	-0.12	77
SEN	K	-0.27	34	-0.28	31	-0.39	35
	E	0.38	3	0.14	3	0.00	3
	C&L	-0.09	21	-0.10	19	-0.29	21
	C&I	-1.00	1	-1.33	1	-0.09	1
	SEMH	-0.36	14	-0.38	13	-0.50	15
	PD	0.00	1	0.09	1	0.00	1

Yr 10 (July 2019)

Best Prediction against FFT50 Targets		All		9-1		Voc (excl ICT)		EnLa		EnLit		Ma	
		Grade minus Target	Total with Grade & Target	Grade minus Target	Total with Grade & Target	Grade minus Target	Total with Grade & Target	Grade minus Target	Total with Grade & Target	Grade minus Target	Total with Grade & Target	Grade minus Target	Total with Grade & Target
All students	All	0.11	986	0.14	784	0.02	167	-0.11	123	-0.36	123	0.02	123
Gender	Girls	0.22	476	0.21	384	0.24	86	-0.16	59	-0.43	59	0.18	59
	Boys	0.02	510	0.08	400	-0.22	81	-0.05	64	-0.30	64	-0.13	64
	Boy-Girl	-0.20		-0.14		-0.46		0.11		0.13		-0.31	
SEN	Non SEN	0.15	641	0.19	517	0.00	103	-0.04	79	-0.35	79	0.09	79
	K	0.02	329	0.02	256	0.05	61	-0.26	42	-0.40	42	-0.16	42
	SEN K Gap	-0.12		-0.16		0.05		-0.22		-0.05		-0.25	
	E	0.68	16	0.89	11	0.17	3	0.67	2	0.00	2	0.83	2
SEN breakdown	C&L	0.18	208	0.17	164	0.28	39	-0.11	27	-0.23	27	-0.03	27
	C&I	-0.29	16	-0.31	12	-0.25	2	-1.17	2	-1.17	2	0.33	2
	SEMH	-0.22	97	-0.23	74	-0.34	19	-0.42	12	-0.67	12	-0.51	12
	PD	0.30	24	0.45	17	-0.13	4	0.22	3	0.00	3	0.44	3

Progress for each year group
Year group tracking of all subjects identifies pockets of underachievement.   Support can then be put in place to those pupils underachieving through intervention or specific support programmes. These can either take place in class or during Period 6 Enrichment time.

Progress in Reading: A new system is in place for monitoring reading progress via strands. There is evidence of SEND students making appropriate progress in line with those students without SEND.

Progress in Spelling: Whole school approach is having an impact on the improvement of spelling ages across the year groups.

Arrangements for Identification & Assessment of SEND students
Transitional support was put in place for SEND pupils and information shared.   This information together with the KS2 results and baseline scores inform the support to be put in place.   An EHCP/ SEN plan is put in place with specific SMART outcomes. This is discussed with the pupil, parent and other professionals if required and shared with teaching and support staff.

On-going tracking of pupil's academic, behaviour and attendance highlights underachievement and any concerns.   Through the SERG forum appropriate support is identified and a key worker is indicated and a SEN plan put in place. SEN plans are reviewed termly.   If further support is required from other professionals this is signposted and referrals are made. At times it is necessary to form Team Around The Family meetings in order to co -ordinate a number of agencies offering support to the family. King James 1 Academy is a fully inclusive school.   27% of pupils at KS3 and KS4 have SEND and are supported in a wide variety of ways throughout the Academy.   There are currently 4 students who are Looked After and have current Personal Educational Plans; these are monitored through the LEA.   Pupils with medical needs have

an individual medical plan which highlights medical symptoms and strategies to support if a problem occurs. The Academy has a team of trained 1st aid staff to support pupils with medical needs as well as a member of staff trained to administer medication.

Whilst the Academy has a new build it also has an older listed building.   There is an accessibility plan in place.   An evacuation plan is also in place for those students with physical or ASD needs.

Despite requesting additional funding from the local authority to help support the students with complex needs it is becoming increasingly more difficult to access funding.   We are still waiting for funding owed from last year.

SEND Budget: The current allowance for the notional SEN is £ 350,967.06
It must be noted that there has been a need to apply for Top up Funding for some students with EHCP as well as requests made for those students with an SEN Plan in place.

SEND Staffing Resources

Complaints relating to SEND in the past 12 months
- Some parents are unhappy that requests for initial assessments for EHCP have been turned down. This has meant going through the mediation process adding a considerable amount of time on to an already lengthy process.
- Parents with children with complex mental health difficulties are having to wait for specialist support from Health Services

CPD
- **SEN Plans and Reviews**
- **Literacy**
- **Numeracy**
- **Social Skills**
- **Handwriting**
- **Safeguarding- Child Protection**
- **Safe guarding- Prevent**
- **Supporting hearing impaired students**
- **Supporting students with ASD**
- **Supporting students with mental health issues**
- **Supporting LAC**

SEND Parent Partnership activities in the last 12 months
- Nurture Group show case for pupils and parents- shared learning- termly
- Parent involvement with SEN plans and SEN reviews

Impact of partnerships with external agencies and other schools to improve quality of SEND provision in the last 12 months
- TAF meetings – emphasis on getting the required agencies involved in order to support the family- housing, health, family workers
- Links with other professionals maintained- EPS, ASD Team, EWL Team, CAMHS, Police, LACES, Physiotherapy Service, Improving Progression Team, One Point, Counsellors

Priorities for improvement
- **Raise achievement at Key Stage 4 so that more SEND students are meeting their aspirational targets at GCSE**
- **To increase attendance of SEN K Status students**

- **K status students to make appropriate progress evidenced through SEN plans**
- **All support staff to complete Level 2 Cache supporting young people with Mental Health Issues**
- **To look into the planning of an alternative provision for Nurture Students at Key Stage 4**
- **To continue to develop reading skills for identified students**
- **To embed Forest School for identified KS3 students**