

SENCo's Annual Report For Governors

School: King James 1 Academy

Date of Report: 8th November 2018

SENCo: CWall

SEN Governor: Mrs Smith

- **Outcomes of SEND pupils**

The quality of SEN provision at King James is very good. SEND students at Key stage 3 achieve as well or better than those students without SEND.

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 pupil's 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 2017 were very positive, academic progress was evident 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 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 data base highlights all pupils with SEND and offers strategies to be used by teaching and support staff.

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

The quality of Teaching and Learning for SEND pupils is very 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 Department offers support to pupils in a multitude of ways.

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

There is a sustained improvement of behaviour and attendance of SEND students. 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 2017 -2018

Non SEN 95%

EHCP 92.2%

K Status 91.7%

National average 92%

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 is below the expectation. This has been highlighted as a concern and measures have been put in place to reduce this figure.

Quality of Leadership and Management of SEND provision

Quality of Leadership and Management of SEND Provision is very good. We now have another senior member of the team, Mrs J Reynolds who manages the Learning Support Assistants and heads up our Nurture Group Provision. This year we have successfully received a grant of £90,000 to go towards the building of a state of the art facility for our Nurture Groups in Yr 7 and Yr 8. Staff and students are eagerly awaiting the Pavilion's opening at the end of October

The Vision: The new Pavilion building will support vulnerable students in years 7 and 8 with a nurturing safe environment. The Pavilion will be 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 will 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 will benefit from having the same teacher for English, Geography, History hence reducing the number of teachers and subject rooms students need to access in the learning week.

The new Pavilion is a fully accessible building for disabled students. The building consists of three larger than average classrooms that look out over and 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 will be able to socialise in the garden area during the summer time.

The Pavilion also has a unique facility of having a classroom with a one way window offering King James staff and other specialist agencies e.g. CAMHS, Educational Psychology Services the opportunity to observe students to help identify special educational needs as well as giving staff opportunities to tailor make the support offered in order to meet individual needs.

Excitingly, the Academy is proposing to apply for Enhanced Mainstream Provision Status – to offer support for vulnerable students transferring to King James at the end of Yr 6. The Enhanced mainstream provision would offer 10 places in the Yr 7 Nurture group. Enhanced transitional support would start at Yr 5 in cooperation with primary colleagues. In Yrs 7 and 8 Students would access small group teaching with specialist staff offering a tailor made suitable curriculum. During Yr 9 students would begin their transition into an appropriate educational pathway this may include a more vocational route for Key Stage 4. We are hopeful that this will create a number of new roles within the Academy.

The Cabin (Learning Support Unit) managed by Mrs Wright 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 support 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 has 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.

LSA's work collaboratively with subject departments- supporting pupils to reach target grades. Support staff, encourage students to aim high in order to improve successful outcomes. SEN plans highlight SMART outcomes 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 set out and reviewed yearly.

SEND Profile November 2018

	K	EHCP	LAC	Total no of students	% SEN
Yr 7	45	4	0	182	27
Yr 8	37	1	0	161	24
Yr 9	47	3	0	140	36
Yr 10	51	2	0	132	40
Yr 11	28	1	1	118	25
Totals	208	11	0	733	30

Significant Groups of Need – EHCP/ K Status within each yr 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 30% of pupils at KS3/4 have SEND. This is well above the national average 14.4%.

Distribution of SEND Types

Year Group	Cognition and Learning Difficulties	Communication and Interaction Difficulties	Physical and Sensory Difficulties	Social, Emotional and Mental Health Difficulties
7	27	5	7	9
8	48	1	1	12
9	25	0	1	14
10	29	0	3	15
11	8	1	1	20

Progress and Achievement of SEND Pupils in the past 12 months
Yr 11 2018 Results

SEN Status	No of students	Average APS	5A*- C inc En/Ma	A8	P8
EHCP	NA	NA	NA	NA	NA
K	22	25.88	9.1%	29.91	-0.55
No SEN	72	42.87	52.1%	50.15	.23

SEN Status	Subject	LoP4	LoP5
K	English	23%	5%
K	Maths	18%	5%
No SEN	English	81%	58%
No SEN	Maths	78%	56%

SEN Status	Value added
Non SEN All	985.53
K Status	977.99

Current Yr 7 Students on entry

% of SEND pupils achieving national expectations in English	% of SEND pupils achieving national expectations in Maths
75%	78%
75% National	76%

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.

Progress in Reading: A new system 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

During the Spring Term 2018 primary schools were asked to complete a passport document on the needs of students coming to King James. 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. 30% of pupils at KS3 and KS4 have SEND and are supported in a wide variety of ways throughout the Academy. There are currently 3 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.

4.6% of pupils are from ethnic minority and a number of students have English as their second language (.81%).

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.

SEND Budget: The current allowance for the notional SEN is £345,756

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

Name	Departmental Responsibilities	Other Responsibilities
Claire Wall	SENCo	SERG Coordinator Designated LAC teacher English Teacher Special arrangements for examinations Risk Assessments PEEP's
Nikki Wright	Assistant SENCo	English Teacher Manager of the Cabin Functional Skills Coordinator LAC
Jackie Reynolds	Senior Lead SEN:	Managing LSA's Nurture Group Provision English Teacher
Dave Blackburn	LSA	Assists students with physical difficulties
Matthew Saunders	LSA	Risk Assessments Sporting Activities with students with PD
Suzy Howard	LSA	Assists with medical needs
Alison Vickers	LSA	Assists students with personal needs
Ashley Pallor	LSA	Assists with medical needs
Shannon Dowson	LSA	Assists students with personal needs
Nicola Bulmer	LSA	Assists students with medical needs
Lydia Hymas	Apprentice LSA	

<p>Complaints relating to SEND in the past 12 months</p> <ul style="list-style-type: none"> • Parents unhappy at the amount of time it takes to go through the process of initiating an EHCP. • Parents feel that the school should be supported with additional Top Up Funding in order to meet individual needs. • Parents with children with complex mental health difficulties are having to wait for specialist support from Health Services
<p>CPD</p> <ul style="list-style-type: none"> • SEN Plans and Reviews • Literacy • Numeracy • Social Skills • Handwriting • Safeguarding • Supporting hearing impaired students • Supporting students with ASD
<p>SEND Parent Partnership activities in the last 12 months</p> <ul style="list-style-type: none"> • Nurture Group show case for pupils and parents- shared learning • Parent involvement with SEN plans and SEN reviews
<p>Impact of partnerships with external agencies and other schools to improve quality of SEND provision in the last 12 months</p> <ul style="list-style-type: none"> • 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
<p>Priorities for improvement</p> <ul style="list-style-type: none"> • Raise achievement at Key Stage 4 so that more SEND students are meeting their aspirational targets at GCSE • Strengthen Nurture group provision by offering this support to Yr 8 • K status students to make appropriate progress evidenced through SEN plans