

## **SEND impact Report for Governors June 2019**

**Name of School:** Oakwood High School

**Date:** June 2019

**Report is for the Academic Year:** 2018 – 2019

**Report author:** Louise Grice

**Name of Head Teacher:** David Naisbitt

**Name of SENCO:** Louise Grice

### **Identification:**

At Oakwood High School we recognise that pupils are individuals with individual skills, strengths and needs. We will endeavour to meet the needs of all pupils through access to Quality First Teaching.

All pupils at Oakwood High School have access to Quality First Teaching.

We operate a graduated response to identify needs, any concerns about pupils needs could be raised by anyone who is involved in the pupils' education, including teacher, parent, pupil, SENCO, Learning Support Assistant.

For any pupil who is struggling, the first step is always the classroom teacher who will assess what the pupil needs, and put in place an appropriate differentiation via quality first teaching and review at a suitable point in consultation with parents and the pupil.

If no progress has been made, then they should seek advice from the SENCO, who will endeavour to further assess needs and provide advice in consultation with parents and the class teacher and any other key players involved in the pupil's education (HoH/PLT)

We work closely with our primary partnership schools and most pupils are already identified as receiving SEN support. Early identification is key to pupils' success. The Learning Community have worked together to agree on the identification of SEN. The SENCO also visits the key partnership school before transition to gain as much information as possible on pupils with identified SEND to ensure that appropriate support is put in place to ensure a smooth transition for some of our most vulnerable pupils.

Pupils are identified via the following codes on SIMS and represents our graduated response. .

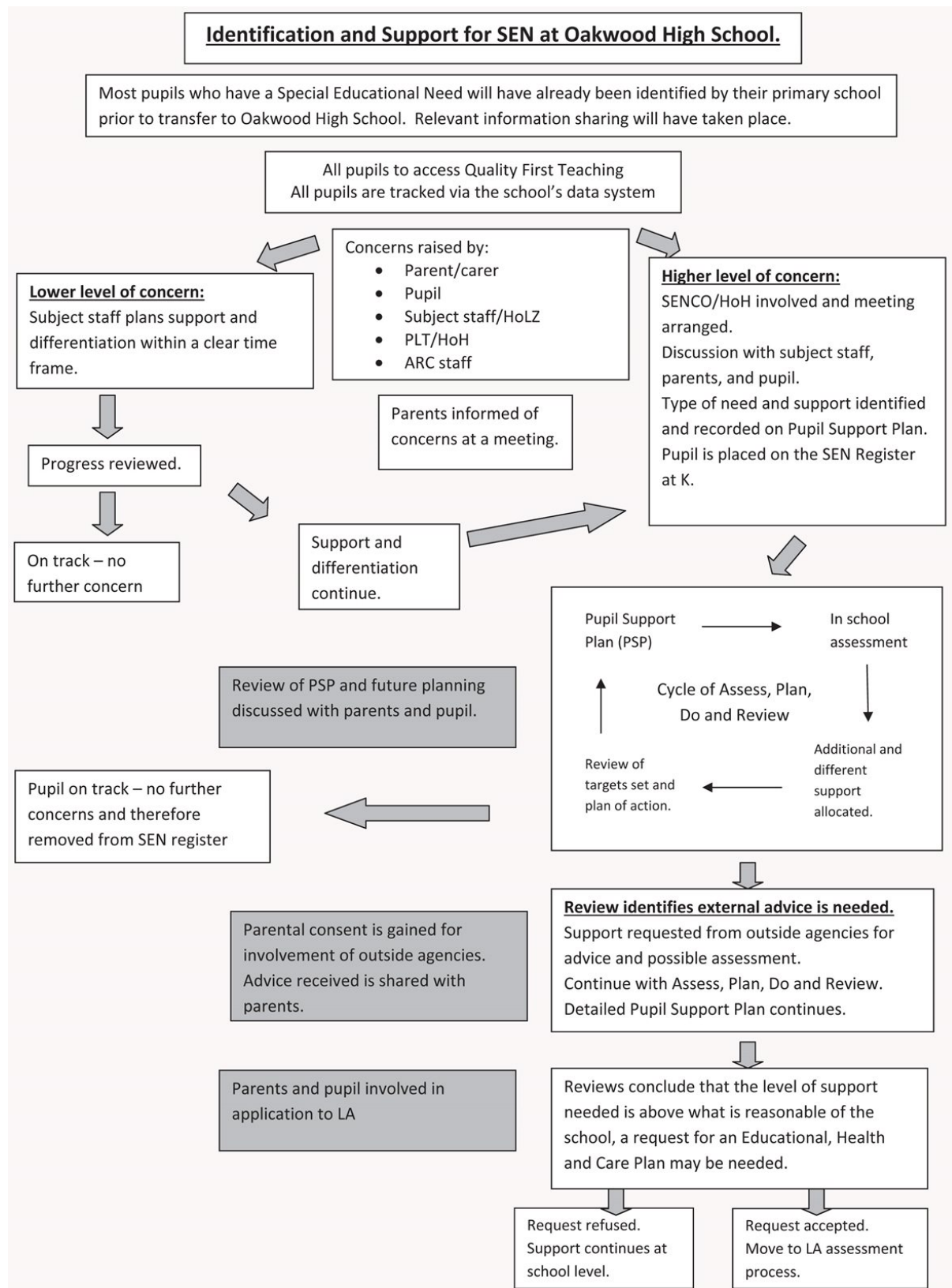
N - No identified SEN - not on the SEN register

I (Identified Need but needs can be met via Quality First Teaching – links back to N)

K (SEN Support - pupil receiving something additional to and different from)

E (Education and Health Care Plan)

## Flow Chart detailing identification (from SEND Policy)



## **Context:**

### **Current cohort of pupils with identified SEND**

Year	Total on roll	I	%	K	%	Statement/EHCP	%
Upcoming 6	210	-	-	App.30		2	
7	210	1	0.5%	26	12%	0	0%
8	206	0	0%	20	10%	3	1.5%
9	209	7	3%	33	16%	1	0.5%
10	198	6	3%	24	12%	1	0.5%
11	203	10	5%	16	8%	2	1%
Total	1026	24	2.3%	119	11.5%	7	0.7%
Local					13.7%		2.9%
National (All schools)					11.7%		2.9%
Academies					10.5%		1.6%

## **Provision:**

The majority of our provision is provided in the classroom via access to Quality First Teaching, plus access to additional adults in core subjects.

Teaching staff are aware that they have the responsibility for the progress of pupils in their classrooms, including those pupils who have receive support from a Learning Support Assistant. All pupils who have an identified SEND have a Pupil Profile of Need, which details the need, strengths of pupils, their views as well as their parents, previous and current interventions in place and arrangements for exams. Teachers know that they must access this information and this is evidenced via the group profile that teaching staff have to complete as part of MRE activities.

As a Team, we conducted our first Pupil Profile of Need Day. This allowed us to meet with all parents and pupils on the SEND register, to discuss identified needs and agree strategies to support. This day allowed us to clarify what support means. There was a 60% attendance rate for this day. PPNs will be uploaded to Go4Schools to allow easy access for teaching staff. Parents will also have access to this collaborative document.

## **ARC staff team:**

1 Additional Intervention Team Manager

6 L3 TAs with responsibility for mentoring, reflection, conflict resolution, ASD, exam provision and literacy interventions.

6 L1 LSAs

(a reduction of 1 L3 TA, 1 Graduate LSA and 2 L1 LSAs – this has been through staff moving on and a struggle to recruit – there is plan in place for further recruitment)

**Additional Support for pupils:**

A variety of pupils have accessed a personalisation of timetable to support their access to the curriculum, this provision is facilitated by the ARC team and is normally 1:2:1 or facilitated within a small group with some access to the wider curriculum.

3 pupils have regular physiotherapy exercises for 2 30 minute sessions each delivered by the ARC and attendance team.

Learning Support is offered in all Year groups for targeted pupils. Learning Support allows extra time on the timetable for over-learning and reinforcement of the key curriculum areas. The numbers accessing this personalised provision is as follows:

Year	Total
7	6
8	6
9	14
10	7
11	11

To allow pupils a personalised approach and curriculum choice, Y9, Y10 and Y11 Learning support is spread across all 4 option blocks.

**Learning Mentor requests:**

Exited pupils July 2018/2019	40
Current pupils	28
Waiting list	9

Reasons for accessing mentoring support:

Vulnerable	68
Home circumstances	35
Self-harm	12
Self esteem	24
Academic	7
Behaviour	26
Anger	12

Peer issues	13
Mental health	13
Parental illness	1

**Internal Exclusions:**

Internal exclusion are hosted by ARC staff and pupils are expected to work on reflect on their behaviour as part of the internal exclusion.

163 internal exclusions resulting in a total of 343 days.

**Alternative to FTE:**

ARC facilitates an alternative to Fixed Term exclusion. Instead of excluding pupils, pupils are supervised off site and supported 1:2:1 to intensively reflect upon the behaviour that led to the exclusion.

The amount of alternatives to FTE are detailed below:

Number of pupils	Total Number of days	Repeats
20	29	8

**Further provision:**

Pupils with weak literacy skills are supported in Y7 and Y8 through Evolve lessons.

All Y10 and Y11 pupils with identified SEND have had a weekly academic mentoring session with a member of the ARC team – this has included support with revision, organisation and regular contact with home.

L3 TAs offer additional revision during the school holidays and after school –

Targeted Y11 pupils have accessed regular support after school, in English, maths and social skills

22 Y11s accessed support from ARC during the holidays for additional English and Maths.

Analysis of data happens at every assessment point, through team meetings, LSAs are made aware of pupils who are underachieving. All LSAs have access to Go4Schools and therefore teachers mark books and pupil’s pages.

All personalisation of timetables, Learning Support sessions and additional support is reviewed on a weekly basis via ARC impact meetings and these notes are distributed to all staff so that they are aware of the additional support in place for pupils.

### Access Arrangements:

Pupils are screened in Y7 and Y9 to highlight any specific difficulties that may require further assessment and grant them access arrangements for examinations. This screening involves pupils sitting a reading test, a spelling test and a free writing assessment. Pupils are also monitored throughout their time at Oakwood and staff knowledge around the needs of pupils are also taken into account, staff are encouraged to log any SEN Concerns on CPOMs.

Identified pupils are spoken to about what they feel they may need, what they regularly use and then further assessed in school for access arrangements. Louise Grice is the only person in school qualified to complete these assessments.

All Y11 and Y10 pupils with identified SEN were individually assessed for access arrangements.

Access arrangements are then requested from the JCQ using the Access Arrangements Online system. Emilie Dearden is responsible for ensuring the evidence is appropriate and in line with the regulations. The Examination Inspection Report indicated that the evidence collected for the application of Access Arrangements was of a high standard and in line with JCQ regulations.

Within each year group the following access arrangements are in place:

Year	Access arrangement	Number
11	Extra Time	1
	Reader	10
	Word processor	15
	Scribe	2
	Other	1
Year	Access arrangement	Number
10	Extra Time	4
	Reader	11
	Word processor	7
	Scribe	1
	Other	2
Year	Access arrangement	Number
9	Extra Time	4
	Reader	9
	Word processor	1
	Scribe	-
	Other	-

During Y7 and Y8 we try to keep as many pupils in the hall, and support via putting ARC staff in to support with reading/prompting which requires a minimum of 2 staff from ARC. There are some pupils who have required additional support away from the hall.

### **Staff skills and training:**

Louise holds QTS and has the National Award for SEN gained in 2012. Louise also holds the Access Arrangements Qualification (CPT3A). She is also a Specialist Leader of Education with a specialism in SEN and Emotional Health and Wellbeing.

Louise is due to complete Practitioner Training in Trauma and Mental Health (Trauma Informed Schools)

ARC staff have attended training in the following areas and shared this with the wider staff team:

- Emotion Coaching
- Mental Health First Aid Training
- Meeting the Millennial Need
- Good Autism Practice
- Leading Good Autism Practice
- Signs of Safety Training
- Early Help Assessment Training
- Access Arrangements Training

ARC now have 4 staff trained as Mental Health First Aiders.

Teaching staff have had input on teaching and learning strategies to support the needs of all pupils. Louise Grice has key input on the upcoming needs of pupils at transition.

ITTs have input from Louise Grice on SEND at Oakwood High School.

Regular and relevant information is distributed via emails and staff meetings as appropriate.

Training is given as a yearly update with regards to Access Arrangements when changes are made, with refreshers throughout the year. New ARC staff receive training on access arrangements.

Training has been given on the use of word processors and secure memory sticks. Key members of ARC staff are proficient in the use of word processors and secure memory sticks.

### **Parental involvement:**

Parents attend Tutor Review days and the SENCO makes herself available to meet with parents as well as targeting parents of pupils to meet. Meetings to discuss specific SEN progress are organised as appropriate and when needed.

Louise and other members of the ARC team ensure that their email addresses are available to parents should they require it.

As mentioned earlier, this year saw the launch of Pupil Profile of Need Day, the purpose of this day was to work together with pupils and their parents to produce a collaborative description of needs and strategies that support to remove the barriers to learning. Every parents was invited to a meeting with a member of the ARC team. There was a 60% attendance rate on the day with follow up appointments offered. As this was the first time this had happened and the appointments were during working hours, we believe the turn out to be positive. Further work is in process to ensure that future days are well attended.

The SEND information report, links to the local offer and the SEND Policy plus Accessibility Policy is all available on the schools' website.

### Outside agency support:

We have regular planning meetings with the Educational Psychology Service, Physiotherapy services, CAMHS and the Early Help Team. All vulnerable pupils (irrespective of SEND) are discussed at our weekly Integrate meetings, where all key stakeholders meet to discuss pupils and the provision in place for them.

### Outcomes for pupils:

National compared to Oakwood

	2015-2016 Oakwood	2015-2016 National	2016 – 2017 Oakwood	2016-2017 National	2017-2018 Oakwood	2017-2018 National
Stage	Progress 8		Progress 8		Progress 8	
K	-0.45	-	-0.31	-0.43	-0.83	-0.49
S/E	+1.23	-	-1.06	-1.04	-1.89	-1.09

### Priorities:

- **Whole school – pupils working independently with effective strategies. In-class support. Application of knowledge.**
- **Continuation of the development of assistive technology to have real impact during exams. (issues around rooming and use of desktops/laptops has been solved this year)**
- **Continuation of full screening and appropriate placement of pupils to ensure they are accessing their access arrangements.**
- Continued careful monitoring of pupils with identified and non-identified SEN to reflect the needs of the pupils.
- Closer work with attendance at supporting pupils in attending school regularly.
- Data analysis of who is below thresholds and interventions planned early.
- Continue to plan, do and review in Integrate’s practice including the parent – PPN days and parent review meetings with regards to specific support given – we will, you will agreements.
- Continue up skilling ARC staff team to support with ‘mainstream’ subjects.
- Continue with examination support. (Collecting pupils, working with the exams team and attendance team to identify missing pupils etc.)