

SEND impact Report for Governors

Name of School: Oakwood High School

Date: September 2021

Report is for the Academic Year: 2020-21

Report author: Louise Grice

Name of Headteacher: Chris Eccles

Name of SENDCO: 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.

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, SENDCO, 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 is made, then they should seek advice from the SENDCO, 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 SEND support. Early identification is key to pupils' success. The Learning Community has worked together to agree on the identification of SEND/AEN. The SENDCO and Additional Educational Needs Manager also visit the key partnership schools 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 represent our graduated response.

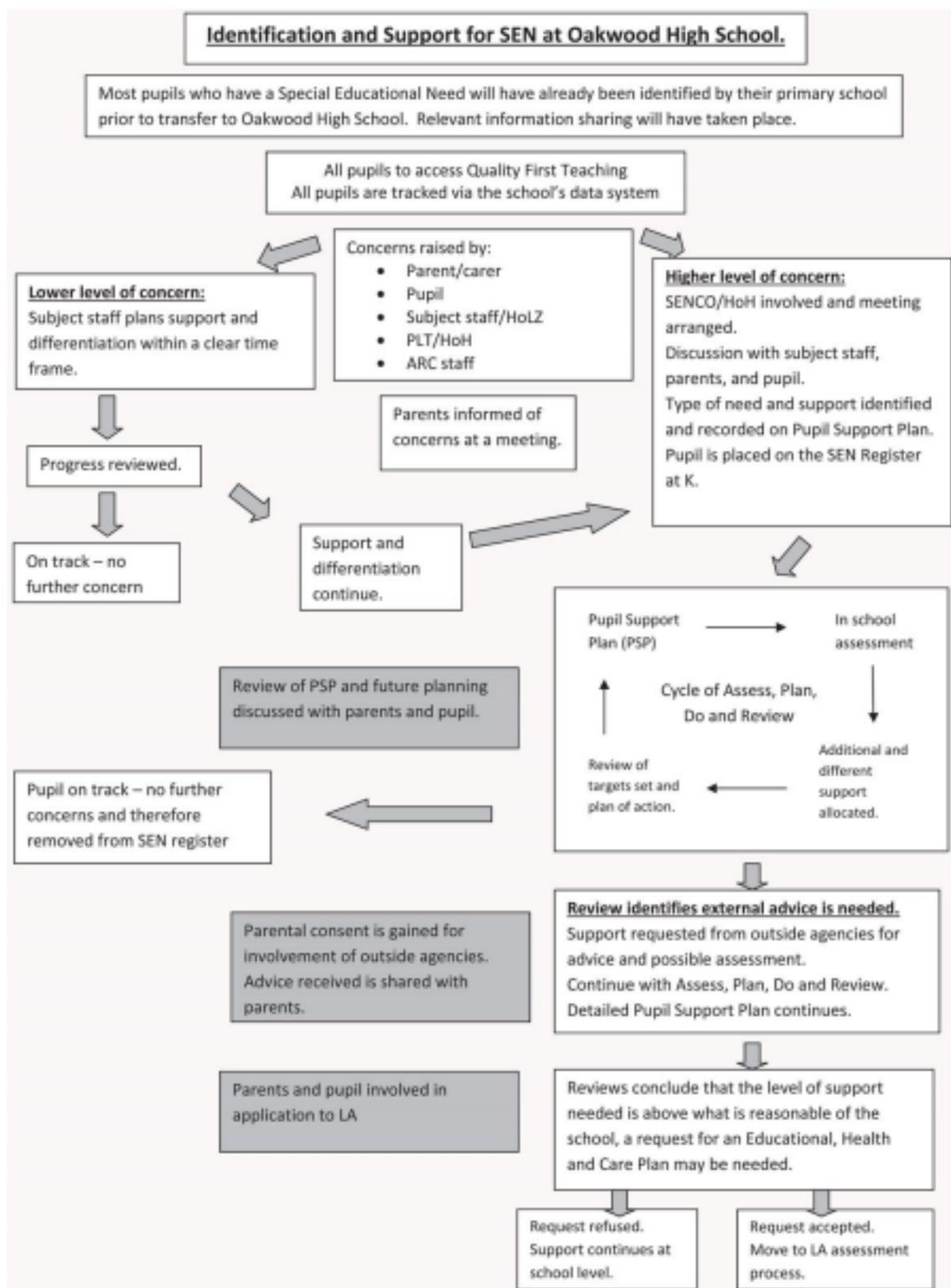
N - No identified SEN - not on the SEN register

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:

Cohort of pupils with identified SEND for the year 2020-2021

Year Group	Number on roll	I	%	K	%	Statement/ EHCP	%
7	209	0	0	31	14.8	1	0.5
8	211	4	1.9	32	15.2	1	0.4
9	205	4	2	25	12.2	1	0.5
10	208	3	1.4	20	9.6	5	2.4
11	207	8	3.9	34	16.4	1	0.5
Total	1040	19	1.8	142	13.7	9	0.9
Local					17.8*		3.7*
National All Schools					16.3**		3.4**

* Rotherham Data Hub November 2019

** Government statistics January 2021

Provision:

The majority of our provision is provided in the classroom via access to Quality First Teaching, plus access to additional adults in subjects where a need is identified by staff for individual pupils or groups of pupils.

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. There is also a streamlined approach to Go4Schools which details each pupils SEND information, which gives simple, fast and easy access to each pupils additional needs,

along with the name of the academic mentor if the pupil is in Key Stage Four.

As a Team, we did not conduct our Pupil Profile of Need Day in the way this has been previously done due to the pandemic. However, the PPN day was done as part of Parents Into School Day which was held virtually. Tutors reviewed existing PPN's with parents and pupils, whilst the ARC team conducted the PPNs with pupils and parents who were new to the process.

ARC staff team:

1 Additional Educational Needs manager

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

7 L1 LSAs

We appointed an additional L1 member of staff starting February 2021 to replace a L1 leaver mid January 2021.

We have had 2 L1 LSAs leave as of August 2021 and we are currently out to advert.

A L3 is currently managing Y7 reading intervention. They are working with Y7 pupils who have been identified via the Y7 screening as requiring support to boost their literacy skills. This is weekly and regular support for Y7s. IT is completed in conjunction with parents and includes how parents can support at home.

Louise Grice returned from maternity leave on Monday 1st February 2021.

A L3 now solely focuses upon access arrangements, exams, in-class assessments, class work and ensuring SEN information within the school system is correct and up to date. They are also responsible for identifying pupils who require additional support to achieve, regardless of SEND.

Reader Pens continue to be trailed in line with exam policies and are currently focussing on Y10 and Y11

A new SOW for Learning Support has been devised and is being developed. This will be more usable for other LSA's to use during staff absences. The focus of the SOW is in line with the curriculum. Thus ensuring overlearning takes place. Targets have been set on go4schools.

A SOW is being introduced around social skills.. This is in a pack so LSA's/mentors can implement it with pupils.

Work is happening with the AEN and L3 LSAs to secure pupils with Entry Level English and Maths where pupils access off site provision.

Additional Support for pupils:

Y7 and Y9 have been tested for reading ages. For the first time this has been done online and has saved staff time in terms of marking and scoring tests. The Y7 and Y9 reading ages will be put on GO4Schools for all pupils.

3 pupils had regular physiotherapy exercises for two, 30 minute sessions per week - each delivered by the ARC and the attendance team.

The relocation of ARC's physical spaces has provided the opportunity for a multi sensory room. All pupils across the school can access this space which is designed to create a safe and relaxing environment for pupils who may need some time to emotionally regulate.

The SEMH partnership worker currently offers weekly sessions. Currently they are working with 6 pupils.

ARC continues to work with a range of outside agencies to provide support for pupils to meet their SEN and AEN e.g. Police, CAMHS, HI team etc.

Some pupils SEN have been met through personalisation of their timetable to include learning support with a L3 LSA. Learning support has been streamlined to support and complement the wider curriculum. Learning support also has a new scheme of work which is now in a shared location on the Integrate staff drive.

The numbers accessing this personalised provision is as follows:

Year	Total
7	2
8	11
9	9
10	12
11	13

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

ARC is beginning to liaise with the HOLZ for maths to ensure pupils who missed the Y10 Entry Level Maths within the zone, are able to achieve this qualification through access to Learning Support.

Learning Mentor requests: 31

Exited pupils between January - July 2021	31
Current Pupils (October 2021)	31
Waiting Lists	0

2 L3 LSA's delivered mentoring to a Y11 girls group focusing upon relaxation and coping with stress. This is a 6 week program and currently there are 13 pupils in this group. They have one 75 minute session per week as an alternative to PE. This includes various relaxation techniques.

2 L3 LSA's delivered a wellbeing group focusing upon coping with stress and anxiety. This is a 6 week program and currently there are 9 pupils in this group. They have one 75 minute session per week as an alternative to PE. This includes more physical activities. These groups were originally gender specific, but have been streamlined with the offer of activities rather than gender.

These will continue into this academic year.

Internal Exclusions:

Reflection work is completed in the larger ARC space. This space is much larger, with natural light which allows for a better reflection experience and creates a productive learning environment.

Internal exclusion and reflection is hosted by L3 LSAs and pupils are expected to reflect upon behaviour as part of the internal exclusion.

124 pupils, 197days, 73 repeat internal exclusions.

24 pupils did 26 half day internal exclusions.

Alternative to FTE:

Alternative to FTEs are usually carried out off site, with a member of the ARCteam to allow for reflection. During the pandemic, ARC continued to facilitate AFTE's to enable pupils to reflect upon their behaviour however, they have been within the school

building.

36 AFTEs for 29 pupils.

Further provision:

Pupils with significantly weak literacy skills are given access to learning support in Y7 and Y8, which is delivered by L3 LSA's. This is informed by the extensive reading test programme delivered by a L3 LSA, and through consultation with staff and parents. This time is taken from languages due to the fact that pupils are unlikely to study languages at Key Stage 4.

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. Once Y11 start their examination period, any Y9 SEND pupils who require academic mentoring are then timetabled for this.

Analysis of data happens at every assessment point and is shared and communicated through team meetings. LSAs are made aware of pupils who are underachieving, and are aware of their specific needs to support progress and outcomes. All LSAs have access to GO4Schools and are able to analyse teacher mark books and pupil's pages so as to be fully informed of specific areas of support and required intervention.

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.

ARC is supporting ACE to deliver entry level maths and English to one Y10 pupil who solely accesses offsite provision. They have already completed Entry Level Maths and are due to start on Entry Level English this term.

Access Arrangements:

Pupils were 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, a word recognition test, typing and handwriting tests. This screening takes place online.

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 and communicate with key staff in ARC.

Identified pupils and their families are spoken to about what they feel they may need to support their outcomes, what they regularly use (by way of chromebook, pen etc.) and

then further assessed in school for access arrangements to support their needs.

Louise Grice and Tahlita Picton are the only colleagues in school qualified to complete these assessments.

All Y11 and Y10 pupils with identified SEN were individually assessed for access arrangements irrespective of their screening results.

Access arrangements are then requested from the JCQ using the Access Arrangements On line system. Emilie Dearden is responsible for ensuring the evidence is appropriate and in line with the regulations. The Examination Inspection visit and report (carried out in June 2021) indicated that the evidence collected for the application of Access Arrangements is of a high standard and in line with JCQ regulations.

All access arrangements are on GO4Schools under pupil profile for staff to be able to access easily.

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

Year	Access Arrangement	Number of pupils
11	Extra Time up to 25%	3
	50%	1
	Reader	6
	Reader pen	5
	Word Processor	10
	Scribe	1
	Other	
	Supervised rest breaks	3
	Practical assistant	1
	Modified papers	1
Year	Access Arrangement	Number of pupils
10	Extra Time up to 25%	2
	Reader	3

	Reader pen	5
	Word Processor	5
	Scribe	1
	Other Supervised rest breaks Prompter Separate room	3 2 7
Year	Access Arrangement	Number of pupils
9*	Up to 25% extra time	1
	Reader	4
	Reader pen	4
	Word Processor	3
	Scribe	0
	Other Separate room Prompter	1 3

*Year 9 haven't been formally assessed for anything and there will be some additions to the Year ten list as they haven't all been formally assessed yet. These lists can be slightly misleading as some pupils get multiple access arrangements.

The support offered to pupils is done in consultation with teachers and ARC staff, so as to ensure the provision matches the need. Pupils sit assessments and examinations in the examination area where possible (but pupils are given an alternative setting if the requirement is such that it needs to be in a setting away from other pupils).

Investment in reader pens allows pupils independence and they are able to sit in the main exam hall. This will be trialled with all pupils however there is scope to remove should seating them in the hall become an issue for them accessing their arrangement.

There has been a huge staff drive to ensure pupils have access to their exam arrangements for in class assessments and class work. This allows pupils to have a normal way of working and is also a build of evidence for JCQ.

Staff skills and training:

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

Tahlita Picton holds a certificate for Test user educational ability / attainment, and also holds Assistant Test User Education and Certificate in Psychometric Testing Assessment and Access Arrangements.

Since the training below for the ARC team, there has been some additional training for: 'That Reading Thing' and exam access arrangement training.

- 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
- IDOX Training
- That Reading Thing

ARC have 5 staff trained Mental Health First Aiders and there is a view to train further ARC staff.

Teaching staff have had input on teaching and learning strategies to support the needs of all pupils. Louise Grice and Anna Mitchell have key input on the upcoming SEND and AEN needs of pupils at transition. This ensures that all pupils due to attend Oakwood have a full and bespoke support package in place for a successful start at the school.

ITTs have had input from Donna Tank on SEND in Louise's absence at Oakwood High School. The emphasis in these training sessions is to enable ITT's to access the information for pupils with SEND and be able to use the information to aid quality first teaching, as well as understanding their responsibility for provision and access arrangements in assessments. There has also been a session delivered to ITT's on using data to support progress for pupils with SEND.

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

which included the newly established ARC Acorns which is sent out fortnightly to all staff.

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, as well as the use of Go4Schools and data to inform planning and support.

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 SENDCO makes themselves available to meet with parents as well as targeting parents of pupils to meet. Although this was delivered in a different way this year, due to the pandemic, parents still have access to SENDCO during the virtual parents evenings and meetings.

Meetings to discuss specific SEN progress are organised as appropriate and when needed to support the progress and outcomes of each individual child.

Donna Tank and Anna Mitchell were available at the last Tutor Review Day to discuss any support and issues parents may have. Louise Grice supported with Parent's evenings and open evenings when she returned to work.

The ARC team ensures that their email addresses are available to parents and that they are in contact with parents on a regular basis via the academic and pastoral mentoring of pupils.

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

All parents of SEND pupils were continually consulted and regularly communicated with during periods of self isolation and enforced closure to offer key worker provision. Pupils were also supported during these times through a strategic plan with consistent staff - this involved video calls, virtual learning support, IT support and bespoke support where parents and pupils requested. This was offered to pupils based on their needs with a minimum of two sessions per week (Pupils with EHCPs received this daily).

Outside agency support:

Regular planning meetings were held with the Educational Psychology Service, Physiotherapy services 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 provisi

on in place for them.

CAMHS have streamlined their support around a 'request for advice' form rather than holding in school planning meetings. This is ensuring a faster and efficient service for school and pupils, and also enables recordings of the use of the service at all levels.

School nurse support continues for pupils and referrals are made via the Child Protection Officer.

The MIND provision for pupils has also been increased by an extra day and a half bringing the total MIND sessions to 13, 40 minute sessions per week.

The Hearing Impairment Team and the Visual Impairment Team, offered termly support to pupils and liaison with teaching staff around any modifications. This work continues into the new academic year.

Outcomes for pupils:

SEN Average point score 2019-2020 23.06 (Average nationally 27.6) = -4.54 compared to National figures.

	I	Number in Cohort	Subject Exam Grade	K	Number in Cohort	Subject Exam Grade	E	Number in Cohort	Subject Exam Grade
Stage	I	9	4.05	K	32	3.45	E	1	4.43
Banding	HPA	0		HPA	4	4.57	HPA	0	
	MPA	5	4.21	MPA	15	3.69	MPA	1	4.43
	LPA	3	3.14	LPA	10	2.81	LPA	0	
Disadvantaged	Yes	3	4.58	Yes	10	2.54	Yes	0	
	No	6	3.79	No	22	3.86	No	1	4.43
Gender	M	6	4.50	M	19	3.41	M	1	4.43
	F	3	3.17	F	13	3.50	F	0	
Ethnicity	Pakistani	3	3.38	Pakistani	9	3.19	Pakistani	1	4.43
Language Eng?	No	1	2.60	No	10	2.97	No	1	4.43

Priorities:

- Whole school: pupils working independently with effective in-class support: Application of staff knowledge around SEN and AEN.
- Continuation of the development of assistive technology to have an impact during exams: There has been a significant investment in reader pens which are currently being trialled in Learning Support lessons and via in-class assessments.
- Continuation of full screening and appropriate placement of pupils to ensure they

are accessing their access arrangements. There has been a significant investment in a new screening tool around Y7 and Y9 reading tests which support and identify pupils for additional literacy interventions and access arrangements.

- Access arrangements are becoming a standard part of in class assessments/tests/ILES. As part of the development of the role of EDE. Continued support for the examination team. There has been a huge push around this; ensuring assessments are planned well in advance so appropriate exam access arrangements can be put in place.
- Continued monitoring of pupils with identified and non-identified SEN to reflect the needs of the pupils across the school.
- Early interventions through identification of need to support pupils engage with their learning. Information shared in Integrate meetings/raising staff awareness of SEN.
- Ensuring the SEN register is regularly reviewed and is in the correct categories in SIMS and GO4Schools. This should be done at the time of transition to ensure all SEN codes are consistent for each pupil.
- Continue to plan, do and review in Integrate practice including the parent: PPN days and Parent review meetings with regards to specific support given: *'we will, you will agreements'*.
- Upskilling of wider Integrate staff to have a consistent and streamlined approach when meeting with outside agencies especially when we are looking at meeting needs of pupils rather than seeking alternatives.
- Continued investment in ARC's physical spaces to improve the academic and pastoral experiences of pupils.
- Provision of specialist areas such as a sensory room to support the bespoke needs of pupils - significant investment has been given to the sensory room in ARC
- Provision of SEMH groups for groups of pupils in response to the identified needs as we have returned from enforced enclosures.
- Continued work with the VI and HI team to ensure the needs of these pupils are met and there is a joined up approach to working between these teams and teaching staff within school.
- work with HoLZ and SL on the teaching of skill development -
- Identifying the successes within the classroom - the good practice - where is it and how can we harness it?
- Observations of pupils within the classroom
- Establish Research and Impact groups with ARC:
 - TRD - best practice and use of staff -
 - Effective support for Learning Zones
 - Observations and language that helps
- Input delivered by ARC staff at meetings to empower staff - developing the

specialisms but making sure its cascaded

- Learning Support is being streamlined to reflect the English and Maths curriculum - meetings with HoLZ for Maths and English has already happened. Use of markbooks on go4schools to track progress and use of smart targets
- Direct support for Learning Zones
- Strategy pages for all areas of need
- Full audit of needs
- CPD on specific needs (year planned programme) (Enable and Empower)