Annual SEND Report to Governors 2019/2020 Secondary

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This report reflects academic year ending July 2020	
Name of Academy	The Queen Elizabeth Academy
SENCO	Shiv Ressel
Date of Report	20th September 2020
SEND Governor	Ann Webb

SEND profile		

Total Number of pupils on SEND register		
SEND Support	Education, Health and Care Plans	% of academy population SEND support EHCP
101	**14**	**15.3%** **2.1%**

% boys and girls		SEND and Pupil Premium % of SEND cohort	*SEND needs breakdown should be shared with Governors using needs analysis template*
Boys 67.5%	Girls 32.5%	5.9%	

Identifying pupils with SEND

- Pupils are initially identified through the transition process which includes a pastoral visit whereupon the transition lead is given a specific role to establish what the SEN numbers potentially are and feeds back to SEND
- The SENCo and the TA responsible for transition then contact the feeder schools. Meetings take place to share information.
- Transition TA contacts Y6 teachers asking them to provide learner passports which are put into a TQEA format and shared on the Transition shared drive, the W drive and on SIMs records so that staff have direct access in preparation for lesson planning and differentiation.
- Once the students are on roll and their SIMs info is carried over the SENCo matches the verbal information with the documented information and will have a meeting with parents if the information is at odds, deciding along with other supporting data on whether the child is an SEN child or not.
- Permission is gathered for the Specialist Teacher to meet and assess all of those brought onto the SEN list at Year 7
- CATs tests are in place also from Sept 2020 to provide further hard evidence of a child's needs
- If necessary other practitioners are involved such as EMTAS, Complex needs service, speech, and language therapists and the Ed Psyche
- Pupils are logged on the category of needs list by first need although are recorded on our internal systems by 1st and 2nd need as necessary

Progress made by pupils with SEND

The year group has a relatively high proportion of academically able, higher ability EHCP students and SEN students generally. Consequently, and due to the level of need, TA support was required across the ability levels.

The group included a range of special needs including dyslexia, speech and language, dyspraxia, visual difficulties, several students with ASD, and many with emotional needs leading to difficulties with social interaction and including elective mutism.

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In the highest ability Maths group, for example, there were seven SEN students (two with EHCPs), including a child with elective mutism, a student with serious visual difficulties and four with ASD.

In the lowest ability Maths set there were four SEN students including one EHCP who required a high level of support and two requiring a lot of catch up work due to their absences from lessons.

Others were scattered between the intermediate groups which made full support in this core subject very difficult, and this is of course true for all subjects. However, the highest and lowest ability groups were well supported in core subjects.

Achievement – Year 11

	All SEND	Non SEND	SEND support	SEND EHCP	SEND and PP	Non SEND and PP
Cohort size	16	96	13	3	4	31
Progress 8	0.50	0.13	0.57	0.24	0.34	-0.16
Attainment 8	46.66	46.92	45.42	52.00	37.00	38.97
Progress 8 English element	0.35	0.29	0.36	0.29	0.34	-0.06
Progress 8 Maths element	0.95	0.27	0.99	0.80	0.49	0.10
% Basics Level 4	56.3	70.8	53.8	66.7	25.0	61.3
% Basics level 5	43.8	42.7	38.5	66.7	25.0	25.8

Effectiveness of targeted interventions:
Examples of individual students: needs and interventions

Student 1: An EHCP, KS2H student with a visual need which required large text and use of particular colours. To support this student in the classroom meant ensuring he was sat in front of a board, that the teacher used appropriate colours both on the board and in marking, and that he was given enlarged handouts. Although the student had been given various devices for magnifying and photographing material, he clearly found this awkward to use in some situations. In Maths lessons, especially when the work became more advanced, teaching often involved more than one board with the teacher explaining as he progressed through the problem. This would have made it difficult for the student to follow the teaching in real time as he could not keep photographing or changing position throughout. The TA would support him by transcribing the work into his book throughout the process, allowing him to see the work and hear the teacher simultaneously.

Although the student was entitled to a reader and large text exam papers in his exams, use of a calculator remained a problem. He had been given a large calculator, and various apps were available and explored, but despite much searching none were found that will fulfil all the requirements of the higher GCSE Maths paper, such as was easily available to students with no vision issues equipped with a standard scientific calculator. It was arranged that he would be allowed a practical assistant in exams to use a calculator as directed by him.

A8 Est	Eng P8	Mat P8	P8
58.35	0.028	2.245	0.466

Student 2: An EHCP student on the autistic spectrum who was KS2H. His main issue in terms of learning was his difficulty in maintaining concentration for any period of time. An inclination to draw and fiddle which helped him to remain calm but also distracted him so much as to be unaware of what was happening around him. There was also a tendency to fall asleep in lessons. Discussions with his mother regarding his sleeping patterns did not result in any change. In addition, his organisational skills were poor so he was often lacking equipment. Since he was academically able, the role of the classroom TA in this case was to return his attention to the teaching or the learning at regular intervals throughout the lesson. This student did not achieve his target.

A8 Est	Eng P8	Mat P8	P8
67.7	0.253	0.125	-0.27

Student 3: A student with an EHCP for MLD who did not complete KS2 Sats**.** Her numeracy and literacy skills were weak and focus and retention was difficult for her. She required a high degree of support in all lessons as well as a scribe and reader in exams.

A8 Est	Eng P8	Mat P8	P8
22.91	0.597	0.022	0.509

Student 4: A student who joined us in Year 8, (KS2M) designated as having emotional needs, was referred to CAMHS and diagnosed with Autism. Her academic ability was quite good but her lack of resilience and extreme reluctance to risk errors created a barrier to her learning. More problematic were her poorly developed social skills which, combined with her sensitivity to noise, caused her to behave in a hostile manner towards others or become upset and leave the room. In addition, she missed several weeks of schooling in Year 10 due to a medical procedure.

This student clearly required a high degree of close support and intervention. Arrangements were made for her to be in Learning Support at social times and to leave lessons early to avoid crowds. For TAs in the classroom, she needed careful monitoring on both entering and leaving the classroom and in any group Tasks. Also, she required a lot of reassurance and persuasion to attempt more challenging Tasks and to take risks with her learning. The student was offered 1:1 and small group interventions so that she could focus on learning in a quiet environment. Access arrangements were also in place for her to allow her to sit exams in a small and less stressful place.

A8 Est	Eng P8	Mat P8	P8
49.74	-0.229	1.219	0.326

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Student 5: A KS2H student who was on the SEN register for elective mutism. A very able and self-sufficient student who rarely had difficulties with her work but was unable to express herself when she did. For the classroom TA this meant making new or supply teachers aware of her needs, and of her presence in the classroom during registration, and monitoring her welfare and understanding throughout lessons. She was happy to respond in a non-verbal form so the TA could ask if she was understanding the work set and explain if necessary. She was able to point out particular areas she was struggling with. During a group Task, where students were asked to research a topic and then share it with the group, she was given an iPad so that she could present her work without having to speak.

A8 Est	Eng P8	Mat P8	P8
52.66	-0.499	2.912	0.884

In addition, students in this year were offered various interventions in different subjects by many members of the Learning Support department. This necessitated creating multiple groups to accommodate the range of needs, ability levels and social difficulties. Students were also supported with college applications and career interviews, emotional difficulties, revision techniques and exam access arrangements.

12 out of 16 students had positive P8 scores. Those who did not include Student 2 described above. All other negative P8 scores were students with attendance/behaviour issues. Had it not been for lockdown we may have been better able to address gaps in learning among these students.

Wider Outcomes effectiveness for this cohort
At the beginning of Year 10, non-SEN were slightly ahead of EHCPs although the gap was small. There was a greater gap between K students and non-SEN.

EHCPs made very good progress throughout Year 10 and then performed extremely well in mocks in December. They surpassed non-SEN students at an early stage and have increased the gap since then.

K students have made steady and consistent progress and by lockdown had successfully closed the gap with non-SEN, although this gap reappeared in GCSE results.

Particularly notable in this year group is their performance in both Y10 and Y11 mock exams. It is quite usual to see a dip in points for all groups of students in mock exams, as seen in the non-SEN students Y10 mock below. It is often the case that SEN students find it more difficult to recover from this dip than non-SEN. However, in this year group, no major dip has been seen in SEN students. In fact, EHCPs outperformed their CWAs by quite a distance.

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Y11 Average points from Y10 to GCSE
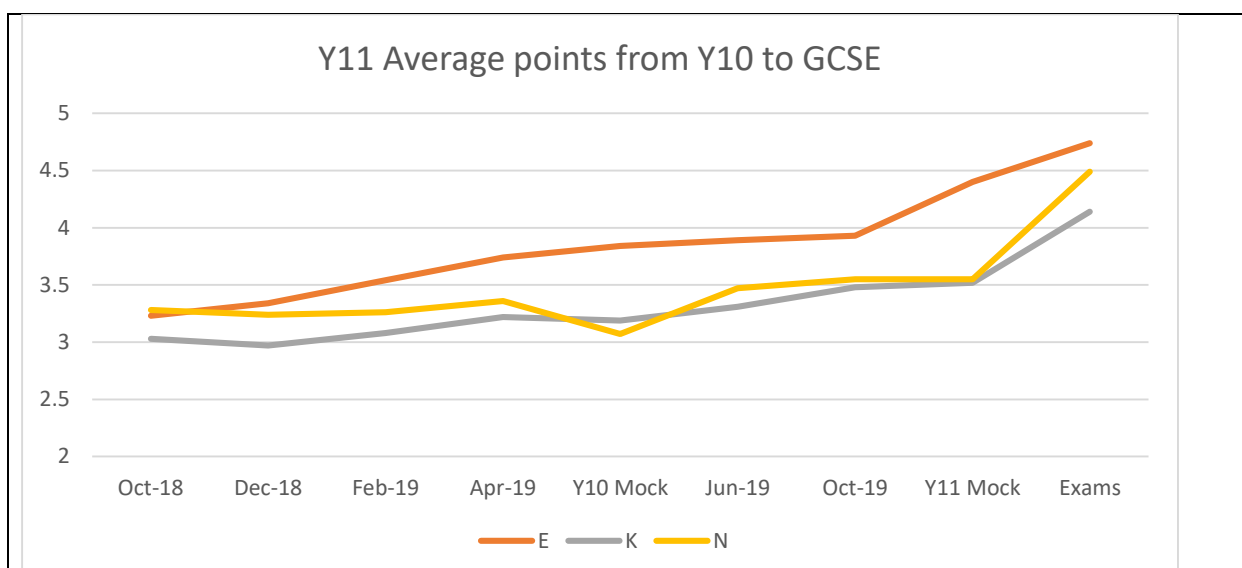
Other years progress:

The tables demonstrate the residual for last year's Yr. 7 (now 8) and Y8 (now 9). A difficult story bearing in mind the lockdown and impact that that has had. All SEN students were on a weekly call list (K) and daily (E) with risk assessments generated to indicate who was better suited in school and who not in school (anxiety, shielding, self-regulation which may put others at risk of contamination etc.). Students were given 1:1 by mail or telephone, parents were supported with resources and access to parent focused webinars. TAs were an integral part of the in-school staffing and support. Historically it takes a while for SEN students to close up to non-SEN with the final push through Y11 getting them to their success point. A point of interest is the performance in English and Science at E in Y8 in comparison with the same cohort in Maths. Plans to keep where possible as many SEN students as possible accessing in-school support should another lockdown occur now that we know what to expect and what our potential for social isolation is.

Name	SEN	Residual		Name	SEN		Residual	
English	E	-0.39	Y7 2019	English	E		-1.27	Y8 2019
	K	0			K		-0.47	
	N	0.3			N		-0.31	
Maths	E	0.11		Maths	E		0.73	
	K	-0.16			K		-0.26	
	N	0.72			N		0	
Science	E	1.11		Science	E		-1.27	
	K	0.63			K		0.02	
	N	1.55			N		0.15	

Attendance and exclusions SR 19-20

Overall attendance %	% of pupils PA	% and number of SEND pupils FTE or PEx

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SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
90.65%	93.93%	5.9%	24.6%	11 (1.7%)	49 (7.4%)

- All TAs have a role of responsibility and deployment reflects that, allowing some more time for those running small groups for example.
- All TAs have been able to attend whole school CPD sessions, having been given overtime for their commitment. This has been successful as TAs are recognised for their whole school knowledge, their ability to see the whole child across all subject areas and are a good source of knowledge for class teachers who can call on observations and impact of certain strategies with certain students. From this experience TAs can pre-plan effectively and contribute to the on-going successful progress of the students with SEN at TQEA.
- There is one TA who has ambitions to move into teaching who has now linked to a subject leader who is undertaking their NPQML qualification as part of her own personal development. Another who is already enrolled on a teaching certificate course who was mentored on the written element of the course during lockdown by the SENCo and who has been deployed in such a way this term as to be able to pull in his lesson observations which is the last part of the course to be completed.
- Succession planning is well under way with the TA for Transition having brought on a potential replacement and the TA for Access Arrangements doing the same so that when she eventually retires our systems remain robust.
- All TAS made effective use of the recent lockdown with training opportunities around all aspects of the work done in SEND. Compliance training has been covered by all, the Safer Schools App is a regular go-to training device, Creative education courses, the Witherslack Group webinars and the OU free-courses to mention but a few. All members of SEND have an active and working knowledge of the ATTI.
- Unfortunately moving forward, the ability to offer overtime expenses to the dedicated team of TAs will bring to an end their massive contribution of knowledge, understanding and promotion of the needs of students with SEN at the academy at Monday night CPD slots must come to an end. Slides, presentations, and printed information will be made available to the TAs as an alternative. TAs are an asset to the academy because of the respect awarded to them as equal partners in the education of our students.

Other initiatives in the last 12 months to improve the quality of SEND provision leading to improved outcomes including any external specialist support services that work with the school and the impact they have.

- Early notice system reviewed and extended for students with ASD, OCD, Anxiety of any whole school changes of routine
- TQEA Teacher's Professional Code of Practice - QTF
- Team structure of specialisms under constant review for best fit and impact.
- After success of changing the culture of TAs as behavior supports, the impact of having TAs actively supporting learning in a classroom with the experts.
- Maintaining the presence of the in-class support despite social distancing.
- TAs being deployed to support research projects within the academy.
- Y6 direct learner passports – the whole story from teacher to teacher.
- SEN/Exams working, and staffing agreement embedded

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- Visits communications finalised and written into policy with SEN as part of risk assessment process
- Introduction of Risk Assessments for those most at risk students.
- High Needs Task group review consultation group
- TA supported careers meetings and events
- Established working agreement with Outcomes team to ensure SEN needs are met with intervention
- SEN voice embedded in group/setting change process
- Whole school promotion of "We Only Eat Sweets" through Safeguarding in support of MH work
- Further tiered response to counselling in support of SEMH and anxiety
- Alternative approach to whole school CPD exposure in lieu of overtime
- Initial collaboration with ATT colleagues in preparation for leading Secondary SEND West SDG including liaison with East counterpart. Separation of secondary from primaries for specific focus
- Launch of ATTI and range of training opportunities available through the lockdown experience allowing time for training and reflection for whole department.

Outline how the specific targets, objectives and learning needs of SEND pupils will be addressed through quality first teaching and how this will be reflected in your curriculum intent.

- The development of a blended learning curriculum will be QA'd by the SENCo to ensure that the needs of those students with SEN are ably provided for and that all aspects of the additional curriculum are accessible.
- Further efforts to ensure that all teachers are aware of the needs of the identified students are being introduced with a commitment from the new Principal for more whole staff communication opportunities to share awareness
- A programme of T&L lesson dips, more intensive that previously, allows for more intense scrutiny and feedback pertaining to the quality first teaching of those with learning needs
- A SEND secondary West focus on the accessibility of the curriculum with KS4 as the initial focus will lead to positive developments and ensure that the topic remains on the overall SLT agenda
- Further liaison with Complex Needs specialists in the 20-21 session will inform QA and challenge

Outline of objectives for 2020-21

- Develop a culture in TQEA of looking towards an accessible curriculum for students with complex learning needs through research, discussion, and planning.
- Share the development and feedback from the Secondary SEND SDG meetings where best practice will inform the TQEA approach.
- Engage in Class Charts training to embed the Provision Mapping module.
- Gain confidence in the product through mock runs for MH intervention, EHCP review evidence gathering and EHCP application evidence as part of the Learning Support CPD and department development.
- Update costings with Finance Officer for accurate calculations.
- Review range of interventions and assess impact through SEN Evaluation Tool
- MH register with Baseline/impact measures to inform progress

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Academy Needs Analysis:		No. of Pupils	% of SEND pupils	% of all pupils
Type of Need				
Communication and Interaction	Speech, Language and Communication Needs (SLCN)	6	5.2	0.9
	Autistic Spectrum Disorders (ASD)	21	18.1	3.2
Cognition and Learning	Moderate Learning Difficulty (MLD)	46	39.7	7
	Severe Learning Difficulty (SLD)	2	1.7	0.3
	Profound and Multiple Learning Difficulty (PMLD)	0	0	0
	Specific Learning Difficulty (SpLD)	10	8.6	1.5
Social, Emotional and Mental Health (SEMH)		21	18.1	3.2
Sensory and/or Physical Needs	Visual Impairment (VI)	0	0	0
	Hearing Impairment (HI)	1	0.9	0.2
	Multi-Sensory Impairments (MSI)	2	1.7	0.3
	Physical Disability (PD)	7	6	1.1

Other interventions

- Wellbeing and Mental Health Procedure Guidelines (Levels 1-5) – MH Register and impact measures
- SEN Lists (2) MH and (3) Med Needs list and (4) Ghost register beginning to be put in place
- Blended learning resources – a work in progress

Linked documents	Link on website
Local Offer (Local Authority)	https://www.warwickshire.gov.uk/send
Academy Information Report/Academy's Offer	https://tqea.attrust.org.uk/wp-content/uploads/2020/09/1-SEND-Offer-2020-21.pdf
Accessibility Plan	https://tqea.attrust.org.uk/wp-content/uploads/2019/11/1-ACCESSIBILITY-including-TQEA-procedures.pdf https://tqea.attrust.org.uk/wp-content/uploads/2020/09/1-Accessibility-TQEA-Procedures.pdf
Needs Analysis	Appendix A to this report

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Appendix A

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