



SEND Information Report

2021-22

The Queen Elizabeth Academy

#TransformingLives

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Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.

- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

Statement of intent

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We strive to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

Our academies make provision in accordance with the statutory guidance for Special Education Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Policy

Our academies recognise that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because their home language is different from English.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Who parents can contact for further information at our academy:

Name	Role	Contact Details
Mrs Shiv Ressel	SENCO	S.Ressel@tqea.attrust.org.uk
Mrs Ann Webb	LAC Governor	Ann.Webb@academytransformation.co.uk
Miss Sandra Janiszewska	Assistant SENCO	S.Janiszewska@tqea.attrust.org.uk

Contact details of support services for parents of pupils with Special educational needs:

SEND Information, Advice and Support (SENDIAS) Service

<https://www.kids.org.uk/warwickshire-sendiass-front-page>

SENDAR

sen@warwickshire.gov.uk

Information on where the local authority's offer is published:

<https://www.warwickshire.gov.uk/send>

Academy's Local Offer

1. The kinds of special educational needs provided for:

Refer also to Appendix A – Academy Needs Analysis

A child or Young Person has SEN (Special Educational Needs) if they have a learning difficulty or disability which requires special educational provision to be made for them. We support pupils with a broad range of needs including: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and/or physical needs. This list includes Pupils with ASC (Autism Spectrum Condition), Specific learning difficulties such as dyslexia and dyspraxia. Students are supported through a Wave model with differing intensity of support depending on complexity of need and whether accessing our SEND list at K (in-class support) or E (Education Healthcare Plan)

2. How the special educational needs of pupils are identified and assessed:

Identification is achieved through a number of ways. Initially, if your child has an Educational Healthcare Plan, the awarding authority would contact the school if named to ask if TQEA is able to meet the needs as outlined in the plan. This early contact allows the SEND team to identify the needs early and plan in advance for your child attending the school if we believe we can meet need. A close transition relationship between TQEA and the feeder schools ensures that there is information handover in time for a purposeful transition from primary to secondary for your child, taking into account the sort of support required. Once at TQEA all students undertake initial baseline testing on top of their received KS2 grades from which needs can be identified and if further investigation and assessment, using nationally recognised testing procedures, is required the SEND team along with support from the Warwickshire Specialist Teaching Service gives further detailed analysis of need and recommended strategies.

3. Our academy's approach to teaching pupils with special educational needs:

Pupils with special educational needs are taught in the first instance through quality first teaching whereby the class teacher assumes responsibility for prioritising the differentiation and accessibility to the curriculum that your child needs. Depending on the complexity of need we aim to support where possible in lessons through in-class support by our team of highly experienced and diverse team of teaching assistants. This may lead to some necessary small group or one to one work at appropriate times according to need and recommendation. Where necessary resources will be adapted for better understanding and TQEA commits to inclusive practise.

4. How we adapt the curriculum and learning environment for pupils with special educational needs:

TQEA takes pride in its Accessibility plan which is also published on our website. We are a recently built school which ensures that our learning environment meets expectations for full accessibility including a lift, a well-appointed medical room and adaptable furniture to name but a few of our provisions. A programme of catch-up intervention in Literacy and Numeracy is in place to support key Stage 3

students and all pupils are supported in their vocabulary through an independently accessed vocabulary improvement programme from Years 7-11 which is closely monitored by their English Teachers and the SEND key workers for individual students.

5. Additional support for learning available to pupils with special educational needs:

The key workers play an important role in monitoring the progress and reviewing the appropriateness of provision for our SEND students and are empowered to discuss needs and adaptations as appropriate with the leaders in charge of curriculum to ensure we give our SEND students the best possible opportunities. In addition to the previously mentioned partnership with the Specialist Teaching Service, the SEND department works closely with the Local Authority Educational Psychology Service, Warwickshire SENDAR and will call upon the expertise of external agencies in support of our pupils such as the VI team, Speech and Language etc. TQEA also liaise with the Caldecott Trust whose expertise is in Higher Needs and Trauma support as part of the departmental training offer which in turn impacts on our ability to better support your child. Small group and one to one work with Key workers and using the individual expertise of the team allows us to offer art therapy, cognitive behavioural therapy support, nurture and cognitive groups. SEND at TQEA has its own suite of rooms where individual and small group support can be given as well as sensory respite at social times, with it being staffed at every point in a school day whilst other team members are supporting in lessons.

6. How we enable pupils with special educational needs to engage in the activities of the academy (including physical activities) together with children who do not have special educational needs:

Pupils with SEN are prioritised so that if there is any particular activity all risk assessments must be passed onto the SENDCo as an integral part of the planning process so that appropriate support is put in place for the relevant pupils, ensuring their full inclusion. Teaching assistants are deployed where appropriate on school trips or unusual activities. If pupils have sensory difficulties or anxiety, parents are warned in advance of any changes to the academy routines as a result of unusual activity by post so that they are able to plan ahead for any changes with their child.

7. What support is available for improving the emotional, mental and social development of pupils with special educational needs:

Pupils with emotional, mental and social development needs are supported through a SEMH specialised teaching assistant, external agency support such as CAMHs and Educational Psychology, and a well-established Mental Health support team made up of Mental Health First Aiders, Mental Health Foundation trained staff and a contracted school counsellor. Small group work and one to one sessions including cognitive behaviour therapy and art therapy are available when appropriate as well as our teachers being trained in Adverse Childhood Experiences (ACEs).

8. How we assess and review the progress of pupils with special educational needs:

Pupils with SEN are identified on whole school data analysis allowing for focused monitoring of progress for the SEN cohort as well as individuals with SEN and by category. Key workers are responsible for tracking the progress of their key students and review the progress with responsible staff and the relevant pupils. This information is used for the Plan, Do, Review process with SMART targets set, reviewed regularly and parents involved in the process in particular for pupils with EHCPs.

9. The expertise and training of staff in relation to pupils with special educational needs:

“All teachers are teachers of SEN”. A trust programme of training opportunities and a TQEA CPD (continuing professional development) programme led by the SENDCo is in place to ensure that this statement is valid. In addition, the SENDCo and the SEND team have access to trauma expertise and surgeries for case review in order to develop skills. All TAS follow a nationally recognised programme of professional study through our trust and care is taken to ensure that every member of the SEND team has a particular focus such as ASC, SEMH, EAL etc.

10. Equipment and facilities to support pupils with special educational needs:

The Accessibility Plan outlines the physical provision in support of pupils with educational needs and these have also been referred to under section 4.

11. How we consult with parents of pupils with special educational needs about, and involve them in, the education of their child:

Parents have direct access to their child’s key worker through an initial letter of introduction at transition and develop a relationship from there on which continues through regular e-mail contact, phone calls or face to face meetings. Annual reviews take place for students with EHCPs and the SENDCo attends all Progress evenings taking appointments from all parents with children who receive SEND support. The department adds to the more formal written report process with informal discussions through the regular SEND Parent’s coffee mornings which are set in the school calendar for each term. No intervention with a child will take place without parent knowledge or consent.

12. How we consult pupils with special educational needs about, and involve them in, their education:

Pupil voice is accrued through one to one sessions with key workers, through departmental pupil voice gathering and in SEND group sessions. This is in addition to “My Views” as a part of the EHCP review process and the target review meetings. In EHCP reviews, SEND pupil voice and target reviews pupils are always involved in plans regarding their personalised education plans. The SENDCo promotes that pupils with Special Educational needs must be represented on any pupil fact-finding or staff interview panel for full inclusivity.

13. How we support pupils with special educational needs in transferring between phases of education and/or in preparation for adulthood and independent living:

Transition is a key area for TQEA SEND. The SEND team work closely with the Pastoral team in making early contact and where possible the SENDCo will attend Y6 EHCP review meetings as part of this process. Liaison between TQEA and Y6 class teachers ensures that Learner Passports are relevant for a smooth start to Year 7. TAs attend meet and greet sessions in the feeder schools and a programme of enhanced transition visits are carried out ensuring that your child is familiar not only with their new school, but also their SEND area and key workers. Whilst this takes place at the end of a busy summer term, students with high anxiety are welcomed in for a personal re-familiarisation visit with their parents in the week before the new year begins. At the transition between Key Stage 3 and 4, all SEND students are supported in their subject choice by their key worker who is the person who knows them best and will also support them in careers interviews. This is a similar process to the Key Sage 4 to Post-16 transition, with key workers being present in careers interviews, a part of planning and applying to courses and sharing information as well as exams access information with the post-16 destinations in a timely manner.

14. How we involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:

The SENDCo is also a member of the Senior Leadership Team and is Lead DSL. Links are strong with the Local Authority SENDAR team who are on hand to offer support and expert advice. Warwickshire SENDIAS who support parents have strong links with the team as well. Young Carers are another organisation with whom we work closely and the SENDCo, along with the rest of the DSL team are Early Help trained and adopt responsibility as lead professionals with this provision.

15. How we deal with any complaints from parents of pupils with special educational needs:

Please refer to our complaints policy for details of how we aim to resolve any concerns or complaints.

16. How we evaluate the effectiveness of our provision:

Our evaluation of provision is published annually and forms the second part of this document. In addition an SEN audit is completed and shared with our trust leaders and other SENDCos within the trust so that we can measure our progress and quality of provision as well as learn from our colleagues with the aim to continue to build on our quality of provision.

End of year targets are not available for these years

This evaluation report reflects academic year ending July 2021

SEND profile

Total Number of pupils on SEND register

SEND Support		Education, Health and Care Plans	% of academy population SEND support EHCP	
113		14	17.3%	2.1%
% boys and girls		SEND and Pupil Premium % of SEND cohort	<i>SEND needs breakdown should be shared with Governors using needs analysis template</i>	
Boys 12.4% (whole roll)	Girls 5.5% (whole roll)	39.8%	Attached	

Progress made by pupils with SEND

Achievement – Year 11

	All SEND	Non SEND	SEND support	SEND EHCP	SEND and PP	Non SEND and PP
Cohort size	18	105	18	0	5	19
Progress 8	0.33	0.44	0.33	-	-0.41	-0.30
Attainment 8	40.76	50.18	40.76	-	33.40	34.04
Progress 8 English element	-0.10	0.34	-0.10	-	-0.99	-0.62
Progress 8 Maths element	0.67	0.63	0.67	-	0.12	-0.05
% Basics Level 4	55.6	77.7	55.6	-	40.0	63.2
% Basics level 5	22.2	54.4	22.2	-	0	21.1

Summary. 28% of our Y11 students exceeded their target. 17% of our students were more than a full level below their target. Overall, 83% of our students either met or exceeded their Y11 targets. Two of the three students who did not meet their targets were very poor attenders.

There was noticeably better progress in Maths than in English, particularly among SEN PP students. The gap between SEN PP and SEN non-PP widened after lockdowns and ended at around 1 level difference. There were 5 PP students on the SEN list. 3 of the 5 were persistent absentees and only 1 of the 5 had good attendance.

There were no SEND E students, but 33% of the cohort had been placed on the Mental Health List and had been in receipt of support across Waves 1-3. Of this cohort 66% met or exceeded their targets despite their added difficulties.

All SEND students were able to complete their studies, received careers guidance and had identified a post-16 destination with only one of the group potentially at risk of NEET.

Effectiveness of targeted interventions

All year 11 were mentored by their keyworkers from the end of Year 10. in addition to classroom and targeted 1:1 support. This helped students to catch up on missed learning through lockdowns. 10 of the students had exam access arrangements, including 4 with readers and scribes, which contributed to successes. While several students achieved above or close to their targets, overall results were brought down by a small number of students, mainly with poor attendance, 3 of which suffered debilitating anxiety which was ably supported through the Wave 2 counselling and CBT support offered in school.

Wider Outcomes effectiveness for this cohort

Throughout both periods while they were out of school over the last two years, keyworkers remained in contact. They ensured that the students had access to online lessons, checked on their welfare, provided access to materials, and continued online 1:1 support. Students were also supported with any difficulties on their return to school both academically and in terms of their well-being through the TQEA reconnection programme after lockdown 2. Despite best efforts, there was an increase in the gap between PP and non-PP students. Attempts to support PP students was hampered by the effect of the lockdown on attendance. Of the 5 PP students, 2 exceeded or were close to targets. The three remaining students all were persistent absentees with attendance below 80%. The mentoring programme was fully inclusive and supported the PP/SEND crossover cohort as priority with other SEND students also included. Also fully inclusive was the revision classes and intervention groups which benefited the cohort especially those with best attendance. In addition, a number of our students were part of the weekly online tutor programme arranged by Mr Armishaw. The SENDCo attended all progress meetings to inform and reassure the parents of those with SEND and access arrangements in advance of their assessment opportunities.

Attendance and exclusions

Overall attendance %		% of pupils PA		% and number of SEND pupils FTE or PEx	
SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
84.75 (Y7-10)	91.79 (Y7-10)	77.3 (Y7-10)	85.68 (Y7-10)	58.33 11 SEND students (28 FTEs)	41.66 12 Non-SEND students (20 FTEs)
<ul style="list-style-type: none"> Initially SEND attendance was improving but the lockdown caused a level of anxiety in a number of significant students (namely those with SEMH (anxieties) and those with ASC for whom being at home was a soothing experience. The period of transition back to school, especially for KS3 learners with SEND was a slow process which impacted on SEND attendance figures. 					

- FTE and PEx figures are skewed towards SEND and SEND/PP representatives. ACEs training was in its early stages at TQEA in 2020-21 but is high profile moving into 2021-22 to ensure that all staff have a clear understanding of signs, triggers and impacts.
 - Restorative practices were freshly launched in Spring 21 and the impact is yet to be seen on FTE and PEx data for SEND students.
 - Extensive multi-agency collaborative work to avoid a PEx on an EHCP student was successful
- A team of experienced teaching assistants added to in the latter stages of the 2021 Summer term with the inclusion of two new members with Linguistics backgrounds at Masters level and a newly appointed Deputy SENDCo addresses the increasing workload of the department. Whilst SEN E stays close to national average, SEN K is maintaining a position just above national average.
 - Website compliance achieved through careful structuring and review of the Academy offer using the ATT SEND Information Report format established for 2021-22 session established through a detailed SEND audit carried out across 2020-21 session as part of the SEND SDG programme. The Academy offer sits alongside the Local offer and the academy is supported well by SENDAR, the LA SEND support provision. The SENDAR link has assisted the SENDCo to successfully navigate any tribunals, finding solutions in support of students and their parents whilst avoiding the court process. This has also been the impact of close working with SENDIAS and parents for a productive solution to any inherited issues.
 - Policies are Trust policies with local arrangements added for trust consistency and assurance of covering all essential elements in line with National expectations.
 - Careful monitoring of the SEND cohort and category of needs regularly reviewed and challenged through the CSI process which is minuted and SENDCo accountable for any resultant actions.
 - Regular meetings with the CoG who is a Safeguard/SEND specialist herself who both challenges and supports the SENDCo. Conversations at both formal and informal levels with reports back to the LAC
 - SHRE is a specific focus for TQEA SEND with a TA charged with unique responsibility for ensuring that more vulnerable members of the TQEA community are able to access all aspects of the SHRE delivery in a fully inclusive manner.
 - TQEA is ambitious for pupils with SEND evidenced by their consistent representation in all aspects of school life such as student interview panels, pupil voice groups, praise and rewards, student leadership (Head Boy for example, academy representation and post-16 destinations as well as graduate progression such as Derby University (BSc Sports Science 2021), Birkbeck College, UCL (BSc Computer Science 2021).
 - The academic progress for pupils with SEND is monitored through identification on SISRa for easy and fast extrapolation, ensuring that monitoring and impact measure is accessed regularly. Pupils with SEND are reviewed as a cohort in any data reflection exercises and the SENDCo is a member of SLT and is thereby privy to all analysis. The annual SEND Information Report calls for analysis of academic progress to be addressed by the SENDCo and both shared and challenged with SLT, LAC and CSI.
 - Parents and Carers are actively involved in accessing information about the provision their child with SEND receives from early access pre Y6 into 7 transition, regular coffee mornings, SENDCo appointments at all progress evenings, direct access to their child's key workers from point of letter of introduction, a policy of daily home contact during remote learning for those with EHCPs and every three days for those on SEN K in such circumstances. Sign posting to support organisations such as SENDAR, SENDias and the Witherslack Group to support them in assisting their own child in addition to PAND and EHCP reviews. No intervention is

undertaken without parental consent. Email and telephone communication between the parent and the key worker is the norm.

- Where relevant the SENDCo in liaison with the key worker, the parent, the class teacher, the CL and the Curriculum SLT will aim to adapt the curriculum, sequenced to needs, starting points and aspirations for the future, for specific pupils. This can be entry at an academic year suited to a child, adaptation of key stage 4 curriculum to focus on soft skills or shore up weaker areas or to accommodate post-16 ambitions.
- TQEA work closely with SENDAR, the Specialist Teacher, Complex Needs, VI and the Educational Psychology services provided by Warwickshire LA to provide training for the SEND team, give access to professional advice, to intervene with individual Pupils and to assess and provide professional reports in support of EHCP referrals and reviews. This is supported by the Trust.

Academy Needs Analysis 2021-22:

Type of Need		No. of Pupils	% of SEND pupils	% of all pupils
Communication and Interaction	Speech, Language and Communication Needs (SLCN)	5	3.9%	0.7%
	Autistic Spectrum Disorders (ASD)	28	22%	4.1%
Cognition and Learning	Moderate Learning Difficulty (MLD)	53	42%	7.8%
	Severe Learning Difficulty (SLD)	2	1.6%	0.3%
	Profound and Multiple Learning Difficulty (PMLD)	1	0.8%	0.15%
	Specific Learning Difficulty (SpLD)	8	6.3%	1.8%
Social, Emotional and Mental Health (SEMH)		30	23.6%	4.4%
Sensory and/or Physical Needs	Visual Impairment (VI)	2	1.6%	0.3%
	Hearing Impairment (HI)	1	0.8%	0.15%
	Multi-Sensory Impairments (MSI)	5	3.9%	0.7%
	Physical Disability (PD)	6	4.7%	0.9%

The specific targets, objectives and learning needs of pupils with SEND are addressed through adaptive teaching which is promoted through the sharing of initial teacher standards with staff and supported by a calendared programme of SEN CPD delivered through the SENDCo, Deputy SENDCo and specialist TAs with further intervention from contracted specialist services (Educational Psychologist, Specialist Teacher and Complex Needs specialist teacher). Further support for all TQEA teaching staff, The SEND team and SLT will be given through the ATTI supported joint Trauma programme with the Caldecott Trust as researched, agreed and arranged through the Secondary West SEND SDG 20-21. Monitoring, feedback and support given to teaching staff will be given as a result of monitoring reviews and lesson drop-ins. TAs are deployed zonally and keep a record of work undertaken in support of SEN students in

classes to monitor progress needed and to form a view of what works and what needs further development, enabling TAs to feedback and support the TQEA QFT effort in curriculum meetings. The curriculum intent has been developed in 2020-21 ready for launch with students in September 21 to ensure fully inclusive accessibility to the curriculum and wider curriculum whereby TAs are able to garner a solid understanding of curriculum content and vocabulary to inform pre-teaching which is further supported by the on-going development of knowledge organisers which will be differentiated as relevant for personalised learning as necessary. Developments from this can allow for fully informed adjustments to the curriculum as required for individuals.

SEND Objectives for 2021-22

ATT KLI 21-22 8): To assure the quality of provision and support for SEND students; so that their learning and cultural experiences are outstanding.

- Department Objectives adopted to ensure that the KLI is met are as follows:
Pupils with SEN to make positive progress and achieve agreed academic targets with appropriate support in place.
- *Pupils with SEN, through inclusive practices and adaptive teaching, are able to access the same outstanding learning experiences for every child through Curriculum 2021.*
- *PP pupils with SEN continue to benefit from a reduced disadvantaged gap.*
- *Attendance for pupils with SEN improves and the PA reduces through appropriately targeted support.*
- *Achieve a trust-wide consistent SEND vision and provision relevant to need in each setting with equal access to training opportunities for all SEND staff.*

This will be achieved by:

- The roles from within the revised team structure are defined with expectation and accountability, reviewed and adapted as required.
- New succession planning for specialist provision of EAL support and SEMH therapeutic provision.
- A broader provision of therapeutic and small group activity to be developed to respond more effectively to an increasing demand through EHCPs.
- Strong accountability for provision and direct measure of impact.
- EHCP reviews are more timely and improved through enhanced admin capacity within the team.

Appendix A



The Queen Elizabeth Academy
01827 712477
2021-2022
Breakdown of needs

	Moderate Learning Difficulties		SLCN		Social, Emotional and Mental Health		Specific Learning Difficulties		Autistic Spectrum		Severe learning Difficulties		Physical Disability		SEN support but no specialist assessment of type of need		Hearing Impairment		Visual Impairment		Multi-sensory Impairment	
	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support
Year 7	0	15	0	0	1	7	0	0	3	8	1	0	1	0	0	0	0	0	1	0	0	1
Year 8	0	4	0	2	4	8	0	0	2	4	1	0	0	0	0	0	0	0	1	1	2	0
Year 9	0	10	0	2	3	4	3	0	1	4	0	0	0	0	0	0	0	0	0	1	0	0
Year 10	0	19	0	2	2	3	1	4	0	8	0	0	0	2	0	0	0	0	0	0	2	0
Year 11	0	7	0	1	0	4	0	1	0	5	1	0	0	0	0	1	0	0	0	0	0	0
Total	0	54	0	7	10	24	4	5	6	32	3	0	1	3	0	1	0	0	1	1	2	4

Numbers include those individual students who have multiple categories



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	Moderate Learning Difficulties		SLCN		Social, Emotional and Mental Health		Specific Learning Difficulties		Autistic Spectrum		Severe learning Difficulties		Physical Disability		SEN support but no specialist assessment of type of need		Hearing		Visual Impairment		Multi-sensory Impairment	
	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support
Year 7	0	13	0	0	0	5	0	0	3	7	1	0	0	1	0	0	0	0	1	0	0	0
Year 8	0	3	0	0	4	8	0	0	2	4	1	0	0	0	0	0	0	0	0	1	0	1
Year 9	0	10	0	2	2	4	3	0	1	4	0	0	0	0	0	0	0	0	0	0	0	0
Year 10	0	19	0	2	2	2	1	2	0	6	0	0	0	1	0	0	0	0	0	0	0	0
Year 11	0	7	0	1	0	3	0	1	0	5	1	0	0	0	0	1	0	0	0	0	0	1
Total	0	52	0	5	8	22	4	3	6	26	3	0	0	2	0	1	0	0	1	1	0	2

Numbers include primary category of needs only