

**The Cherwell School**  
**SEND Governors report – November 2019**



## Introduction

This report outlines the main outcomes for the Inclusion team for the academic year 2018-19, together with our current priorities and development areas.

Our AHT (Inclusion)/SENCO, Martha Hawes, has been in role since January 2016. She has undertaken her national award in SEN coordination (NASENCO) training at Brookes University and is fully qualified. We experienced some changes in the staffing of the Inclusion Team at the end of last school year (July 2019). Our Exams Access Coordinator Marion Routh retired after many years with the school, and our EAL lead, Adam Iqbal, also left the school. We had had difficulty recruiting a suitable EAL advocate, so decided to amalgamate the two roles into one full-time EAL Coordinator, and were able to recruit Rachel Alberina, who started in September 2019. Marion's exams role has been taken on by Lynn Banerji two days per week (to be reviewed). These reorganisations meant that there was capacity to provide an additional role of Deputy SENCO to support the work of the SENCO with a particular focus on KS4. This role has been taken on by Jane Kavanagh, a member of our teaching staff, over 10 hours per fortnight and a lower teaching timetable. The organisational structure of the team is shown in Appendix 2.

We have continued to use the Read, Write Inc Freshstart reading intervention, with significant progress in reading being made by students who went through the programme measured by reading speed and word recognition. Our computer-based electronic testing, Lucid, showed up some areas of concern around comprehension, which is an area that we have been aware needed development, and follow-up work is planned for these students (now in year 8) as outlined below. Our maths intervention HLTA (new in Sept 2018) developed a robust system of assessing and monitoring students' gaps in their maths knowledge, and liaised closely with the maths team so that teachers were aware of the targets of interventions.

The AHT (Inclusion) continued to work with AHTs for Curriculum and for Teaching and Learning to develop systems for monitoring more closely those students not achieving expected levels. Over many discussions in the course of the year, a school-wide system of 'adjustment conversations' was devised, which was introduced to staff in July 2019 and is being implemented in the 2019/20 school year. This involves all teaching staff being guided to hold professional conversations in small subject groups around individual students of concern (identified as vulnerable due to SEN and/or PP) about adjustments that need to be made in the classroom to support the learning of these students. This has arisen from the pilot work done in maths, English and science faculties last year and is seen as being a highly effective way of supporting colleagues to adapt their teaching for vulnerable learners.

We are very pleased again that our work in supporting students in KS4 resulted in excellent GCSE outcomes (see below). As always, the whole-school emphasis on vulnerable learners and the regular input to staff on how to support them has kept these students as a focus point. Our specific areas of focus for the year ahead are: to establish a robust and comprehensive 'roadmap' of ongoing support for our most vulnerable

leaners – those in the 7 Stars programme – as they progress through the school; and to further develop colleagues’ awareness of autistic spectrum conditions so that the experience of students with these conditions is enhanced. We will also continue to provide input to the whole-school development priorities, which are very much focussed on vulnerable learners. Our Action Plan priorities and outcomes for 2018-19 are outlined below, together with our new plans for the year ahead.

### Current SEND profile of the school

The numbers of students with an EHCP has risen again this year (see table 1 below). Significant numbers of students in year 7 are also on the SEN register at ‘School support’ (K) level, on advice from our primary feeder schools. Some of these students might not remain on the SEN register if their needs are being met effectively by good quality classroom teaching, and if they are making good progress. We continue to use the Oxfordshire moderation guidelines to identify students who need to be on the SEN register and those who are making sufficient progress to come off it.

As a percentage, approximately 18.7% of students between years 7 and 11 are on the SEN register. This compares with a national average of 14.9% (published by the DfE in Jan 2018<sup>1</sup>). For higher level needs only (EHCP), there are 5.2% of students in the school in comparison with 3.1% nationally. This is partially accounted for by our Bases, which support exclusively students with EHCPs (the figure in the mainstream part of the school only is 3.2%).

| <b>EDUCATION, HEALTH &amp; CARE PLAN</b> | <b>YR7</b> | <b>YR 8</b> | <b>YR9</b> | <b>YR 10</b> | <b>YR 11</b> | <b>YR 12</b> | <b>YR 13</b> | <b>WHOLE SCHOOL EHCP TOTAL</b> |
|--|------------|-------------|------------|--------------|--------------|--------------|--------------|--------------------------------|
| <b>MAINSTREAM</b>                        | 6          | 11          | 12         | 10           | 6            | 0            | 1            | 46                             |
| <b>CIRB</b>                              | 3          | 4           | 2          | 4            | 7            | 1            | 0            | 21                             |
| <b>HIRB</b>                              | 1          | 4           | 0          | 2            | 1            | 0            | 1            | 9                              |
| <b>TOTAL BY YEAR</b>                     | 10         | 19          | 14         | 16           | 14           | 1            | 2            | <b>76</b>                      |

Table 1: Data for the school cohort 2018-19

| SCHOOL SUPPORT (K) - TOTAL BY YEAR | YR7 | YR 8 | YR 9 | YR 10 | YR 11 | YR 12 | YR 13 | WHOLE SCHOOL K TOTAL |
|------------------------------------|-----|------|------|-------|-------|-------|-------|----------------------|
| MAINSTREAM                         | 37  | 41   | 46   | 18    | 29    | 12    | 4     | 187                  |
|                                    |     |      |      |       |       |       |       | TOTAL SEN = 263      |

## Outcomes 2017-18

### Key stage 4

Table 2 below shows an analysis of GCSE results for our year 11 2019 cohort from 4 Matrix. These are provisional figures and we await the final confirmed numbers in January. The key indicator is the Progress 8, which measures the students' progress in their best 8 subjects.

The highlighted results show that our overall figure for the year 11 cohort was **+0.81**. This means that on average, the GCSE grades attained by students at The Cherwell School were 0.81 of a grade higher than would be expected from their key stage 2 results, in comparison with the national average. For students in 'school support' (SEN K) category, the Progress 8 score was **-0.22**. We are expecting a revision of this figure when two students who were not attending and sat no exams are taken out of the data, which will bring us to a figure of approximately **0.00** (i.e. in line with the national average for students with no SEN). Other schools' SEN K figure tends to be significantly negative. Our equivalent result for SEN K in 2018 was **+0.37**, and so even the revised 2019 measure is disappointing for us, particularly as we are aiming to narrow the gap between students with SEN and those with no SEN (among other disadvantaged groups). Additional focus and training on supporting vulnerable and disadvantaged learners continues to be a major focus for the school and a key priority in the SDIP.

The figure for SEN E (including Progress 8 of **+0.47**) is pleasing as we had a relatively large cohort (13 students) with EHCPs in year 11.

The relative low attainment of students on SEN K in the 2019 cohort was highlighted in last year's Governors' report, and additional interventions were attempted with a number of these students, for some of whom it was successful. Previous to, and in response to, these final GCSE figures, additional analysis and planning has been put into identifying students at risk this year, particularly among those who have been through the 7 Stars programme and are therefore identified as being the most vulnerable in terms of their early learning levels (see 7 Stars report and 7 Stars Roadmap for this analysis and planning). We recognise the significant challenges that low early literacy development creates, and are aiming to both alleviate and mitigate some of these effects through more robust literacy catch-up and mentoring.

Similar data for the current year 11 cohort based on internal Progress Review grades provides a powerful tool for assessing and preparing for the year ahead. The overall cohort figure based on end-of-year-10 tests is lower for the current cohort (+0.68) and for those on the SEN register under 'school support', the figure is currently +0.17.

| Details                 |        | Progress 8 |         |       |         |       |       |       |  |
|-------------------------|--------|------------|---------|-------|---------|-------|-------|-------|--|
|                         |        | Summary    |         |       | Baskets |       |       |       |  |
| Name                    | Pupils | KS2 APS    | Entries | Score | English | Maths | EBacc | Othe  |  |
| <b>Basic</b>            |        |            |         |       |         |       |       |       |  |
| All Students            | 262    | 4.89       | 236     | 0.81  | 1.03    | 0.63  | 0.8   | 0.79  |  |
| <b>Gender</b>           |        |            |         |       |         |       |       |       |  |
| Males                   | 149    | 4.77       | 134     | 0.72  | 0.71    | 0.81  | 0.77  | 0.6   |  |
| Females                 | 113    | 5.06       | 102     | 0.93  | 1.46    | 0.39  | 0.85  | 1.04  |  |
| Gender Gap              | 36     | -0.29      | 32      | -0.22 | -0.75   | 0.43  | -0.08 | -0.44 |  |
| <b>Pupil Premium</b>    |        |            |         |       |         |       |       |       |  |
| Pupil Premium           | 59     | 4.46       | 58      | 0.45  | 0.73    | 0.21  | 0.4   | 0.47  |  |
| Non Pupil Premium       | 202    | 5.04       | 178     | 0.93  | 1.13    | 0.77  | 0.94  | 0.89  |  |
| Pupil Premium Gap       | -143   | -0.58      | -120    | -0.48 | -0.4    | -0.56 | -0.53 | -0.43 |  |
| <b>FSM</b>              |        |            |         |       |         |       |       |       |  |
| FSM                     | 21     | 4.12       | 21      | 0.08  | 0.65    | -0.18 | -0.13 | 0.08  |  |
| Non FSM                 | 241    | 4.97       | 215     | 0.88  | 1.07    | 0.71  | 0.9   | 0.86  |  |
| FSM Gap                 | -220   | -0.85      | -194    | -0.8  | -0.41   | -0.89 | -1.03 | -0.78 |  |
| <b>Prior Attainment</b> |        |            |         |       |         |       |       |       |  |
| High                    | 122    | 5.46       | 122     | 0.9   | 1.02    | 0.76  | 0.91  | 0.91  |  |
| Middle                  | 92     | 4.56       | 92      | 0.88  | 1.24    | 0.65  | 0.87  | 0.81  |  |
| Low                     | 22     | 3.13       | 22      | 0     | 0.22    | -0.16 | -0.07 | 0.04  |  |
| <b>Disadvantaged</b>    |        |            |         |       |         |       |       |       |  |
| Disadvantaged           | 59     | 4.46       | 58      | 0.45  | 0.73    | 0.21  | 0.4   | 0.47  |  |
| Non Disadvantaged       | 203    | 5.04       | 178     | 0.93  | 1.13    | 0.77  | 0.94  | 0.89  |  |
| Disadvantaged Gap       | -144   | -0.58      | -120    | -0.48 | -0.4    | -0.56 | -0.53 | -0.43 |  |
| <b>SEN</b>              |        |            |         |       |         |       |       |       |  |
| SEN E                   | 13     | 3.71       | 13      | 0.47  | 0.22    | 0.38  | 0.61  | 0.57  |  |
| SEN K                   | 28     | 4.04       | 27      | -0.22 | -0.23   | 0.12  | -0.26 | -0.41 |  |
| Non SEN                 | 221    | 5.09       | 196     | 0.97  | 1.26    | 0.72  | 0.96  | 0.97  |  |
| SEN E Gap               | -208   | -1.38      | -183    | -0.5  | -1.04   | -0.34 | -0.35 | -0.4  |  |
| SEN K Gap               | -193   | -1.05      | -169    | -1.2  | -1.43   | -0.59 | -1.22 | -1.37 |  |

### **Key Stage 3**

The work begun in 2016-17 to specify and simplify the curriculum in key stage 3 in order to facilitate improved teaching and communication of knowledge has continued at faculty level. One of the aims of this has been to enable our vulnerable learners to access the knowledge they need, and to be taught effectively, enabling them to catch up with their peers.

In 2018-19, students not making 'expected progress' were identified through our progress review system and discussed by faculties in their regular review meetings. English and Science departments took part in a pilot of the 'adjustment conversations' approach, where a senior member of staff identified students not making progress and spoke to individual teachers following a learning walk about their observations. These conversations proved a fruitful approach, but it was felt that to gain most benefit, all teachers would need to be involved and the conversations made more systematic. This has been developed into a whole-school regular slot in collaborative time, where small groups of colleagues meet to discuss the challenges and progress faced by a particular student and come up with adjustments that will support their progress. This will be closely monitored this year to ensure the implementation is effective and having a real impact on the students. The data presented to faculty leaders in terms of students not making 'expected progress' in their subjects will still be produced.

### **Behaviour, exclusions, attendance and alternative provision**

Cumulative attendance data for the year shows students with SEND at 93.24% compared with a whole-school percentage of 95.83%. This is a considerable improvement on the previous year's figures, largely as a result of a whole-school focus on attendance led by Pete Davies, AHT. This compares with a national average attendance of 91.3% for students with SEND and 95.8% for those with no SEND for 2017-18 (the last year for which data is available)<sup>2</sup>. Attendance for both SEND and non-SEND students continues to be a focus for the school.

Twenty of the 53 (38%) fixed term exclusions in 2018-19 were students with SEND. This is similar to 2017-18, when 18 out of 48 exclusions were of students with SEND. National figures for 2017-18 are at 45% for students with SEN E and 43% for student with SEN K<sup>3</sup>.

There were no permanent exclusions of student with SEND in 2018-19.

All students, other than those mentioned below, follow a full timetable with a small number of exceptions:

- Some students in years 8 and 9 do not study French as a second language but are taught additional English to supplement the English curriculum and vocabulary teaching. There are approximately 20 students in each year following this route.

- Approximately 12 students in years 10 and 11 choose only 3 options and had an additional 'study support' option instead of the fourth.

A small number of students with SEN accessed alternative provision in 2018/19. One student at 'school support' level (SEN K) had significant attachment issues resulting in extremely challenging behaviours at school. An EHCP was successfully applied for and this student accesses a bespoke timetable of support at Trax and Path Hill, which is currently paid for by the school. More suitable provision is being applied for through the LA. One student at SEN K was transferred to the school through the IYFAP process, but refused to attend. Attempts were made to engage her with Trax and home tutoring, but these were also not successful. Two students (one in y10 and one in y11) successfully attended courses at Meadowbrook College, and one attended Trax; these courses were arranged to support them with disengagement and behavioural challenges at school. One further student (y11, SEN K) accessed home education towards the end of his time at Cherwell due to a one-off significant behavioural incident.

There were three students on the SEN register who were on reduced timetables for significant periods of time. One student (SEN E) has complex emotional and communication needs leading to high levels of anxiety. A stable timetable has now been established for this student, who is accessing education at a basic level every day, and attending a therapeutic intervention on one day. One student in our CIRB has been on a reduced timetable to support his very slow integration into the school; he has complex communication and interaction needs which are proving challenging to make progress with. A third student (SEN K) suffers from mental health difficulties and anxiety which make it challenging for her to attend; she is supported by the year team and Attendance & Inclusion Officer.

## **Accessibility**

The school's Accessibility Plan was reviewed in the summer of 2019. The Plan was written in 2016-17, in consultation with teachers, parents, the SEN governor and school premises staff. The Accessibility Group will meet in January 2020 to review progress with our new Premises Manager, Hazel Moss, who will take forward various aspects.

In 2019, significant work was carried out in Gym 2 on south site to improve the sound quality for students with hearing impairments. The modifications also benefit all students and staff using the gym, particularly significant as assemblies are held there for KS3.

One student with a significant physical disability joined the school in year 7 in 2019 and modifications have been made in consultation with the LA SENSS physical disability advisor.

In 2019, our annual inspection of exam access arrangements by JCQ was passed with no issues being raised for improvement.

## **Team reports**

### **Literacy Intervention**

In September 2017 The Cherwell School started Read Write Inc FreshStart (RWFS), a reading recovery programme specifically for students in KS2 & 3 who are below age-related reading expectation. Students in Year 7 were selected for assessment for suitability based on their KS2 SATS reading scores, early screening using a computer-based program called 'Lucid', and literacy concerns raised by primary school colleagues.

Using the Read Write Fresh Start Assessment, Year 7 students with a KS2 SATS standardised score of less than 100 suggesting delayed literacy (reading ages < 10 years on entry) were assessed. 89 students were assessed with 31 starting RWFS. One ex Seven Stars student in Year 9 also attended three sessions every two weeks to support their reading.

All students made significant progress within the RWFS assessment criteria. We also used the YARC assessment tool to give additional data on reading progress.

The 'comprehension' scores using both assessment tools remain low. The KS2 SAT Reading Standardised Scores are from a 'Reading for Comprehension' paper, which explains why some students exceed RWFS assessment criteria but struggle with comprehension. These students are only just emerging as fluent readers, not confident fluent readers able to comprehend. Many are still internally blending words; this impacts their ability to comprehend and therefore answer questions on texts read.

We are conscious that many students exceeding the RWFS assessment criteria would benefit from the extra comprehension support. RWFS is not a comprehension package and, as a school, we remain committed to finding a solution to this. The current year 7 cohort has low numbers of students who are unable to decode, and this gives an opportunity to pursue other packages which support students' comprehension rather than phonics.

All Year 7 students studying RWFS continue with extra support in English in Years 8 and 9. In September 2018 Lindsey Caldwell and Vicky Hathaway attended RWFS training resulting in the English Enrichment Curriculum being further updated to reflect how RWFS is delivered in the classroom. Where possible the two RWFS HLTAs support the English Enrichment student either on a 1:1 basis or as general class support.

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### **Maths intervention**

Our maths intervention specialist joined The Cherwell School in October 2018, with the remit to design and implement maths interventions for KS3 students. Students in year 7 and 8 were selected for interventions based on their KS2 SATS mathematics scores, their test results since arriving at Cherwell and in consultation with their mainstream maths teachers.

Students were grouped according to their ability and had interventions either once or twice a fortnight as needed. A key part of each of the interventions was to provide the students with individual attention to uncover any misunderstandings or weaknesses. Each lesson starts with examining key numeracy skills as a starter activity. Once these are established the rest of each lesson focuses on pre-teaching targeted topics that are chosen in collaboration with the mainstream maths teachers.

In the academic year 2018-2019, 18 students from year seven and 54 students from year eight were included in the interventions. Their mainstream maths teachers reported that in the overwhelming majority of students who had maths interventions they performed much better in the areas that were pre-taught. In particular there was a marked increase in confidence and willingness to engage with their classes.

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### **Inclusion Base**

As well as the SEND Base, The Cherwell School provides extra support for the more vulnerable students in the form of an Inclusion Base. It is Cherwell's equivalent of an Inclusion Unit and its main aim is to ensure students get the support they need to enable them to be successful in the classroom. It is also there to provide support for students who may be at risk of exclusion, as well as being an encouraging learning environment. It offers support to students who are experiencing social, emotional and relationship problems, those who are struggling with attendance and/or those who are finding the transition from one school to another difficult. Students who struggle with their behaviour are given time in Base to reflect, and the opportunity to practice appropriate behaviours in a positive environment.

In 2018-19, 168 students from years 7-11 spent at least one day in the Inclusion Base following a behaviour incident. As a percentage of the school population, this was approximately 12.2%, and of those, 33.3% were students who were isolated three or more times during the year. This reflects the increase of the more challenging students we are seeing in mainstream at Cherwell. We also noted that 36% of all behaviour incidents were students on the SEND register, an increase from 29% last year. For the first time, we used the Base as a sanction for year 12 and year 13 students.

Many other students used the facility informally in their free time, i.e. before school, break, lunchtime and after school. These tended to be students who found social interaction difficult and the school environment challenging and overwhelming. During this time, we encouraged students to build positive relationships to help develop confidence and improve self-esteem. We continue to see an increase in the number of students with ASD regularly needing this support and this year, as a school, we are look to find more appropriate provision for them in our school environment.

As well as students with ASD we have had a large increase in students struggling with mental health issues and finding the best ways of supporting them has been a real focus of the Base this year. All Base staff have completed the Youth MHFA two-day Mental Health First Aid training, as well as the in-house training, which has been provided as part of the whole school focus on mental health. A number of these students have required individual support on a daily basis in order to access the curriculum and this has had a huge impact on our staff resources.

Due to the increased provision and teacher input in the Learning Support Base on North Site, we saw far fewer Yr11 students accessing the Inclusion Base during the year for intensive support with homework and/or coursework, to support their attendance and preparation for exams.

Breakfast club continued to flourish with the older students taking on the responsibility of supporting newcomers and organising the daily event. As well as providing a nutritious breakfast, it became a forum for developing social skills as well as ensuring students were prepared for the day. Base also continued to offer after school homework support which was used by regular Base students.

Plans for the coming year:

- Engage year 12 and 13 students in SFI meetings
- Encourage all staff, including year 12 and 13 staff, to engage in the restorative process during the time the students are in the Inclusion Base
- Trial group work as a support for the more challenging students where other interventions have been less successful
- Look to find more appropriate provision within school for ASD students
- Continue to work with outside agencies, and new in-house provision, to find appropriate support for students in crisis
- Continue supporting teaching staff who seek advice and guidance about individual students, groups and classes.

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### **Learning support (LS) north site**

We have a dedicated classroom on north site which supports GCSE students who have slots in their timetables allocated for catch-up work where they are not doing a full range of optional GCSE subjects. This can be because they have arrived at Cherwell late in year 10 or in year 11, or because they have dropped one option subject in order to concentrate on others. The LS classroom is manned by an experienced TA at all times, and she is supported by English and Maths colleagues working with small groups of students or one-to-one. LS also functions as an emotional support base for vulnerable students during break, lunchtime and before and after school. Approximately 15 students regularly access this facility.

*MHs*

### **Hearing Resource Base**

During the 2018/19 academic year the SENSS Hearing Resource Base (HRB) at Cherwell School had a total of 9 students on roll, for whom the HRB was named as the appropriate placement on their EHCP (Year 7: 1, Year 8: 4, Year 10: 2, Year 11: 1 Year 12: 1). Five of the students have cochlear implants and four wear hearing aids.

The students were supported by a team of Teaching Assistants, Communication Support Workers and Teachers of the Deaf. Support included daily equipment and listening checks alongside aiding access to sound in lessons (though specialist equipment and liaising with mainstream staff to promote deaf awareness and best practice) and regular base sessions (with the Teacher of the Deaf) to pre and post teach specific curriculum aims.

In addition to the 9 children with EHCPs, the HRB also supported 6 children on roll at Cherwell School who have less significant hearing impairments. These children were monitored by Teachers of the Deaf as outreach advisory cases with up to six visits per year according to individual needs. The Hearing Resource Base also serves as a peripatetic outreach base for Teachers of the Deaf who support children and young people with hearing impairments in many settings in and around Oxford.

Some of the highlights of the past year include:

- Successful transitions from Primary schools to Cherwell for the new Year 7 children.
- Increasing levels of independence- with children working unsupported in mainstream lessons.

- On-going development of the use of Google Drive for notes which includes them being used by Key Stage 4 students as an aid for revision.
- On-going HRB staff training relating to supporting students in class: increased knowledge and understanding of hearing loss and its impact on learning; the use of equipment to enable access to sound in lessons and developing communication techniques.

Ongoing challenges:

- Establishing a robust system of INSET to ensure all mainstream staff have the information they require to teach each individual Hearing Resource Base student.
- Promoting best practice and reasonable adjustments for students e.g. good use of radio aids, visual aids, subtitles and differentiated work.
- Recruitment of TA and CSWs for the HRB.

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### **Communication and Interaction resource base (CIRB)**

At the start of the year 2018/19, the number on roll was 21 students. During the year, one year 10 student went off roll and one year 8 student (already at Cherwell) was given a base place. At the end of the year 2018/19, four Year 11 students went on to start college courses, one went off roll and is in education out of county and two are continuing at Cherwell in year 12. For the current year 2019/2020 three new students started year 7 in September and one new student has been accepted into year 10 (October).

Current numbers on roll are 11 KS3 (3 yr7, 3 yr8, 5 yr9) and 9 KS4 (3 yr10, 3 yr11, 2 yr12, 1 yr13).

In July 2019, the exam results were as follows:

- All students sat GCSE English, Science and Maths exams, all achieved a grade in these subjects, one achieved a Level 4 for Maths, two achieved Level 5 for English and two achieved Level 9 in Mathematics.
- Students sat GCSE exams in a range of subjects including Computer Science, French, Music and Engineering. One student achieved a 4 in Art and another a 4 in PE.

- 3 students achieved a Level 2 Certificate in Food and Cooking.

We were very pleased with the results the students achieved and received some very positive feedback from parents and students. The results indicate the very broad range of ability of the students supported.

We are delivering a new course this year, a life skills course with opportunities for students to gain AQA award certificates to accredit learning. Base and mainstream students are attending this for the first time. It is hoped that this will be successful and continue for students coming up to KS4 in the future.

Inclusion levels continue to be high, between 50-95% mainstream curriculum with most students attending 75% or more. We continue to deliver training for the School Direct Initial Teacher Training Programmes and to offer training on Autistic Spectrum conditions and communication and interaction difficulties to our mainstream colleagues. SENSS staff continue to provide advisory support and input to students with ASD in the school but not in the CIRB.

CW/PA

## Priorities and Action Plan for 2016-18

The table below outlines progress on our Action Plan in 2017-18 and areas for focus for the year ahead.

| Priority                                 | Approach  | Outcomes   |
|--|---|--|
| Reduce exclusions for students with SEND | Raise awareness of SEN status and contributory factors to individual incidents leading to exclusions among senior staff making decisions. | Staff making decisions about exclusions always now consider SEN status and mitigating factors due to SEN. Inclusion Base has a greater |

|   |   |   |
|---|---|---|
|   | <p>Ensure strategies in place for those at risk of exclusion to reduce the risk.</p>  | <p>emphasis on recognising the SEN that might be behind students' behaviour and have been trained in ASC and attachment disorder.</p> <p>Overall proportion of exclusions for students with SEN has not fallen significantly as yet – issues are often deep-rooted and will depend on individual students.</p>  |
| <p>Raise the profile of students with EAL both academically and in the school</p> | <p>Oral history project for group of students in KS3.</p> <p>Close monitoring of progress of students with EAL joining school.</p> <p>Input to development of strategies for teaching vulnerable learners to raise awareness of the specific needs of this group (AI working with LC/TH).</p> | <p>Our EAL coordinator was learning a new role and focussed mainly on in-year arrivals of students with EAL, supporting parents and families. We also had no EAL advocate from April, and so some students were not able to get the language teaching support they needed.</p> <p>A new member of staff recruited in Sept 2019 now combines both these roles and aims to streamline the support provided and look</p> |

|  |   |   |
|--|---|---|
|  |   | at wider issues affecting these students.   |
| Improved expertise among TAs to ensure support is correctly targeted and leads to increased independence for learners.   | <p>Improve TA induction process.</p> <p>Provide ongoing training over the year.</p> <p>TAs to be invited to attend after-school SEN clinics.</p>  | <p>TA training and induction was improved last year, with bespoke training on ASC and attachment disorders provided during July Inset. CPD opportunities for TAs to join teaching staff at after-school events have also been improved.</p> <p>Work to increase capacity of TA manager and embed these training improvements will continue this year.</p> |
| <p><b>New for 2019/20</b></p> <p>Provide more high quality training specifically on supporting students who have ASD</p> | <p>SLT training by SENSS advisory teacher to consider 'characteristics of an autism-friendly school'.</p> <p>Whole-staff training at January Inset. Follow-up at staff meetings for remainder of the year.</p> <p>Creation of 'ASC champions' group to bring together wider group of staff interested in learning about and supporting students with ASD.</p> |   |

|  |  |  |
|--|--|--|
| <p>Develop better systems to support 7 Stars students as they move into Yr8 and beyond</p> | <p>Creation and implementation of '7 Stars Roadmap' to specify support to be provided for ex-7-Stars students as they move through the school with the aim of improving engagement and resilience so that these students achieve the best possible outcomes.</p> <p>Keyworker system for these students to be implemented as part of this process.</p> <p>Focus on new interventions for reading comprehension for students who have completed phonics interventions but whose reading fluency remains behind that of their peers.</p> |  |
|--|--|--|

MHs

Nov 2019

1. DfE Special Educational Needs in England January 2019.  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/814244/SEN\\_2019\\_Text.docx.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814244/SEN_2019_Text.docx.pdf)
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Organisational Chart 2019/20

