

**The Cherwell School**

**SEND Governors report – November 2021**



## **Introduction**

This report outlines the main outcomes for the Inclusion team for the academic year 2020-21, together with our current priorities and development areas.

The COVID-19 pandemic - and resulting lockdown for much of the academic year - had a significant impact on the work of the SEN team, as it did for the whole school. Two main roles were assigned to teaching assistants and the wider Inclusion team during this time: in-school support for vulnerable students and those with EHCPs (and others invited in for reasons of family need or mental health), and key worker support remotely for students isolating at home. The in-school group grew over the period of the lockdown, as increasing numbers of students were encouraged to return to school. The remote team were trained to support students using the Google classrooms and made regular calls to their appointed students and parents, recording the contacts on a spreadsheet for monitoring by the year teams. Annual reviews were conducted remotely, with new systems needing to be developed to accomplish this. We have had positive feedback from parents about the support that was offered during this difficult period.

The interruption to the school year meant that interventions were not completed. Students on the Read, Write Inc Freshstart reading intervention were supported remotely and with paper printouts sent home, but their progress was necessarily curtailed. This has been picked up in year 8 and the programme continued where phonics was still not secure. A similar approach was also taken by our EAL, Maths and 7 Stars intervention leads; students' learning gaps were assessed and curriculums/interventions were adjusted accordingly.

The pandemic and lockdown unfortunately meant that the initiative for Cherwell becoming more 'autism-friendly' - led by Communication and Interaction advisory teacher Nicky Ashby - has not had the momentum we hoped. Nicky Ashby was able to hold two remote sessions with the group of staff volunteers but we hope to prioritise this initiative this academic year. See SDIP appendix 2.

The final term of the year resulted in significant appointments being made as we moved towards the new inclusion team structure.....See appendix 1 for team structure.

Finally, at the end of the school year 2020-21 the school was officially registered to be part of the Education Endowment Foundation trial into developing whole-school SEND provision (WSS) and was named an 'intervention school'. This will result in a significant review of our SEND practices throughout the year 2021-22, and lead to some focused recommendations for us to consider. See SDIP Appendix 2.

## **Team structure and staffing changes**

Our previous Assistant Head for Inclusion and SENCO, Martha Hawes, left for another role (DHT) at the end of the last academic year. The role has since been split into two parts: Assistant Head for Inclusion is now Kate Larminie, who started working at Cherwell in January in the role of Inclusion Lead Teacher (replacing Lorraine Hunt’s role), and who was appointed to the Assistant Head role following an interview process in May. We have also appointed Jane Kavanagh to the role of SENCO, and Jane is supported by a new Deputy SENCO, Kerry Massiah. The work started by Kate in streamlining and focussing all the intervention work (literacy, numeracy, SEMH, EAL and Behaviour) will be continued by Kate and a new Intervention Coordinator (Kim Overbeck). These changes aim to make the work of the inclusion team more coherent, impactful and targeted.

### **SEND profile of the school 2020-21**

Table 1. SEND Data for the school cohort 2020-21

<b>EDUCATION, HEALTH &amp; CARE PLAN</b>	<b>YR7</b>	<b>YR 8</b>	<b>YR 9</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>	7	9	6	15	12	4	0	<b>54</b>
<b>CIRB</b>	4	3	3	4	3	1	2	<b>21</b>
<b>HIRB</b>	0	0	1	5	0	0	0	<b>5</b>
<b>TOTAL BY YEAR</b>	11	12	10	24	15	5	2	<b>79</b>

<b>SCHOOL SUPPORT (K) - TOTAL BY YEAR</b>	<b>YR7</b>	<b>YR8</b>	<b>YR 9</b>	<b>YR 10</b>	<b>YR 11</b>	<b>YR 12</b>	<b>YR 13</b>	<b>WHOLE SCHOOL K TOTAL</b>
<b>MAINSTREAM</b>	<b>40</b>	<b>36</b>	<b>36</b>	<b>37</b>	<b>42</b>	<b>6</b>	<b>7</b>	<b>204</b>
								<b>TOTAL SEN: 284</b>

### **SEND profile of the school 2021-22**

The number of students with an EHCP is fairly stable; 79 moving to 77 this year, with the numbers at 'school support'(SEN K) moving from 204 to 200 (see table 1 above and 2 below). This is unsurprising due to the pandemic and the backlog of diagnosis. External services in the NHS, CAMHS and educational psychologists are overwhelmed, and as a result, we are not seeing the same amount of EHCPs coming through, nor have we had our own students in school enough last year to assess for any SEN K needs. We continue to use the Oxfordshire moderation guidelines, as well as our own internal systems, to identify students who need to be on the SEN register and those who are making sufficient progress to come off it. Numbers will increase this forthcoming year as services pick back up and the increased SEMH needs.

Table 2.SEND Data for the school cohort 2021-22

<b>EDUCATION, HEALTH &amp; CARE PLAN</b>	<b>YR7</b>	<b>YR 8</b>	<b>YR 9</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>	<b>10</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>12</b>	<b>5</b>	<b>4</b>	<b>53</b>

<b>CIRB</b>	3	4	3	3	4	1	1	<b>19</b>
<b>HIRB</b>	0	0	0	1	4	0	0	<b>5</b>
<b>TOTAL BY YEAR</b>	<b>13</b>	<b>12</b>	<b>10</b>	<b>11</b>	<b>20</b>	<b>6</b>	<b>5</b>	<b>77</b>

<b>SCHOOL SUPPORT (K) - TOTAL BY YEAR</b>	<b>YR7</b>	<b>YR8</b>	<b>YR 9</b>	<b>YR 10</b>	<b>YR 11</b>	<b>YR 12</b>	<b>YR 13</b>	<b>WHOLE SCHOOL K TOTAL</b>
<b>MAINSTREAM</b>	<b>42</b>	<b>32</b>	<b>32</b>	<b>32</b>	<b>31</b>	<b>26</b>	<b>5</b>	<b>200</b>
								<b>TOTAL SEN: 277</b>

**Whole school: 13.3%**  
**National: 11.8%**  
**Oxfordshire: 13.8%**

### **Outcomes 2020-21**

The awarding of teacher-assessed grades (TAGs) for GCSEs and A Levels meant that our students on the SEN register were able to benefit from grades their teachers felt were appropriate, leading to the excellent outcomes we expected for this cohort (see below). It must be borne in mind that comparison with national averages, previous years or targets is difficult in the circumstances of Teacher Assessed Grades.

### **Key Stage 5**

Table 3 below shows an analysis of A Level results for our year 13 2021 cohort. These are based on the teacher-assessed grades (TAGs) that schools were asked to award due to the cancellation of exams again this year. The grades were subjected to a rigorous checking process before being submitted and we feel are a good indication of the eventual results that would have been awarded to students had they sat the exams. The key indicator is the ALPS prediction; this target gives an indication of where a student should achieve to perform well when compared to the national average (the ALPS targets were derived from pre-pandemic data).

Both students with an EHCP performed well, with one achieving above or in line with ALPS prediction and the other achieving in line with ALPS in all but one subject. The picture was very similar for those students in the 'school support' (SEN K) category, with one exception. A large proportion of students with SEND took A Level maths and further maths, and performed strongly in both subjects.

**Table 3. A Level results 2020-21**

Gender	FSM & Bursary	SEN	Average GCSE point score	Average KS4 point score	English Lit [60147258]	Maths [6031333X]	Maths AS [60313079]	Maths Further [60314990]	Maths Further AS [60313456]	Bio [60146254]	Chem [60156466]	Physics [6014743X]	Arabic [50023093]	Art [60149589]	Bus Stud [60143368]	Compute [60145699]	D&T Prod Des [6030697X]	Drama [60184942]	Econ [60141050]	Extended Project [60095349]	French [60187025]	Geog [60185764]	German [60187049]	History [60147015]	Japanese [50023081]	Music [60179284]	PE [60183226]	Photog [60149589]	Psych [6014838X]	Religion, Phil & Eth [60188686]	Socio [60139973]	Spanish [60187062]	ALPS prediction			
Male		K	7	7	A		A					C				B																			A	
Female		K	6.43	6.43																C	A*											B	B	B		
Male		E	7	7	A		B					A				A																			A	
Male		K	5.5	5.5															B			C					B								B	
Male		K	8.9	8.9	A*		A*													A*				A*												A*
Male		K	4.71	4.89											U		E		E																C	
Male		E	7.9	7.9	A*		A					A				A																				A
Female	Y	K	7	7	A*		A				A	A																								A

### **Destinations for Year 13 SEN students:**

75% University

12.5% Apprenticeship

12.5% Employment

### **Key stage 4**

Table 4 below shows an analysis of GCSE results for our Year 11 2021 cohort. These are based on the Teacher-Assessed Grades (TAGs) that schools were asked to award due to the cancellation of exams again this year. As with A Levels above, the grades were subjected to a rigorous checking process before being submitted and we feel are a good indication of the eventual results that would have been awarded to students had they sat the exams. The key indicator is the Progress 8, which measures the students' progress in their best 8 subjects. However, as mentioned above, comparison with previous years is problematic, and national Progress 8 data was not published for 2021 or 2020, so this only represents an approximate comparison.

The highlighted results show that our overall figure for the Year 11 cohort was **+1.21**. This means that on average, the GCSE grades attained by students at The Cherwell School were 1.21 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 **+1.1** (41 students). Our equivalent result for SEN K in 2020 was **+0.43**, so this year's result is very pleasing in comparison. Needless to say, however, it was a very unusual year, and we continue to reflect on and refine our approaches to supporting students with special educational needs through their GCSE exams.

The figure for SEN E (Progress 8 of **-0.06**) is down by 0.31 points on 2020, which is somewhat disappointing, but as mentioned above, comparison is difficult. As in 2020, we had a large cohort (16 students) with EHCPs in Year 11.

### **Table 4. GCSE results 2020-21**

Details		Progress 8									Attainment 8				
		Summary				Baskets					Summary		Baskets		
Name	Pupils	KS2 APS	Entries	Score	% Positive	English	Maths	EBacc	Other	Score	English	Maths	EBacc	Other	
Basic															
All Students	270	4.97	253	1.21	88.14	1.09	1.07	1.24	1.36	62.78	12.83	12.07	18.47	19.41	
Gender															
Males	138	5.01	129	1.2	89.92	0.89	1.32	1.31	1.21	63.88	12.68	12.84	19.09	19.27	
Females	132	4.93	124	1.22	86.29	1.29	0.81	1.16	1.52	61.63	12.99	11.26	17.82	19.55	
Gender Gap	6	0.08	5	-0.02	3.63	-0.39	0.52	0.15	-0.31	2.25	-0.31	1.58	1.26	-0.28	
Pupil Premium															
Pupil Premium	48	4.61	46	0.8	76.09	0.73	0.77	0.69	0.97	51.12	10.83	9.75	14.33	16.2	
Non Pupil Premium	222	5.05	207	1.3	90.82	1.16	1.13	1.36	1.45	65.3	13.27	12.57	19.36	20.1	
Pupil Premium Gap	-174	-0.44	-161	-0.51	-14.73	-0.44	-0.36	-0.67	-0.49	-14.18	-2.43	-2.82	-5.03	-3.9	
FSM															
FSM	23	4.7	22	0.86	77.27	0.78	1.1	0.57	1.03	52.58	11.13	10.52	14.3	16.62	
Non FSM	247	4.99	231	1.25	89.18	1.12	1.07	1.3	1.4	63.73	12.99	12.21	18.86	19.67	
FSM Gap	-224	-0.29	-209	-0.39	-11.9	-0.34	0.03	-0.73	-0.36	-11.15	-1.86	-1.69	-4.55	-3.05	
SEN															
N	213	5.1	205	1.31	90.24	1.17	1.12	1.33	1.49	67.45	13.7	12.99	20.01	20.75	
E	16	4.46	12	-0.06	58.33	-0.47	0.7	0.1	-0.46	38.34	7.44	8.38	11.16	11.38	
K	41	4.39	36	1.1	86.11	1.1	0.92	1.07	1.25	48.04	10.44	8.73	13.29	15.58	
SEN Legacy															
SEN E Gap	-198	-0.64	-192	-1.35	-31.86	-1.62	-0.4	-1.21	-1.93	-30.06	-6.26	-4.97	-9.06	-9.77	
SEN K Gap	-171	-0.73	-167	-0.09	-3.71	0.05	-0.07	-0.14	-0.15	-18.3	-3.09	-4.01	-6.34	-4.85	

### **Destinations for Year 11 SEN students:**

26 students – The Cherwell School  
1 student – Other school 6<sup>th</sup> form  
25 students – College  
2 students – Other training provider (Boomsatsuma and Ignite Sports)  
1 student – Apprenticeship  
1 student – Employed  
1 student – Other (Moved area)  
0 - NEET

### **Key Stage 3**

With much of the school year in lockdown, opportunities have been limited . The focus in 2020-21 has been on recruitment and establishing members of the Learning Support South site SEN Team, which primarily works with our most vulnerable Key Stage Three learners. See structure (appendix 1): The significant development being in a Higher Learning Teaching Assistant (HLTA) for Learning Support South and a HLTA for Social Emotional Mental Health (SEMH).

Much work has gone into understanding the needs of our youngest students through-out 2020-21. The pandemic meant that Key Stage Two data is not nationally standardised nor reliable as different primary schools have prioritised different aspects of curriculum. To mitigate this we tested all students with EXACT (GL assessment, AKA Lucid) and CATs as standard. However, YARK assessments were more widely used when students returned to school in order to understand the deficit in incoming students reading and general literacy. Students received in class support and one to one interventions where appropriate such as for dyslexia, numeracy, EAL, speech and language, social skills and resilience, and emotional literacy.

Faculty leaders continued to monitor individual student performance in Key Stage Three and progress towards targets was discussed during SEN review meetings with parents.

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

Whole school Vs SEND attendance academic year 2020-2021

Whole School Attendance	89.6%
ECHP students Attendance	88.9%
SEN K students Attendance	88.5%

Cumulative attendance data for the year 2012/21 shows students with SEND at pleasingly similar percentages to the whole school. Obviously, attendance in general is down on previous years due to students requiring time off for COVID. National statistics for the last academic year have been calculated removing COVID and self-isolating, so it is difficult to generate a fair and true companion to how we and other schools have recorded our attendance during this time. The National overall absence rate 2020/21 was 4.7%. This was similar to last year (4.9%). This does not include sessions where pupils were not attending in circumstances related to coronavirus (COVID-19) for which a further 7.0% of sessions were recorded. 60% of pupils had some period where they did not attend in circumstances relating to coronavirus (COVID-19).

There were 32 fixed term exclusions for the academic year 2020-21; 5 (16%) of these had an ECHP and 12 (36%) were SEN K. The total fixed term exclusions of students with SEND was 53%, which is a reduction from the previous year. Although a low number overall, this percentage is higher than those of recent years (when it was approx 40%) but is moving in the right direction as we triage our students' behaviour needs better and adapt their learning experiences to enable them to be successful. The permanent exclusion rate for the school was 0% compared with 0.6% nationally. The statistics are significantly affected by the COVID-19 pandemic and subsequent school partial closures.

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 group who follow this route.
- Approximately 12 students in years 10 and 11 chose 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 2020/21. Four students (one in mainstream and three in the CIRB) accessed the Animal Care course at Abingdon and Witney college on one day per week, in order to enhance their curriculum. One student attended Abingdon and Witney college full time, in addition to completing the animal care course, sitting her GCSEs in English and Maths through the college. One student attended Dare2Dream (2 half days per fortnight), an external provider offering emotional support to promote wellbeing and encourage engagement. Two students attended Trax one day per week (external provider offering practical skills such as vehicle maintenance).

## **Accessibility**

The school's Accessibility Plan was reviewed in the summer of 2019. The Accessibility Group met in January 2020 to review progress with our new Premises Manager, Hazel Moss, who will take forward various aspects. 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 particular, a new disabled toilet has been adapted on the south site, with funding from the local authority. A further assessment of accessibility was informally carried out in July 2021 with the LA SENSS advisor in preparation for the student's recovery and needs post surgery.

There was no inspection of exam access arrangements by JCQ in the summer of 2020, as the exams were cancelled. There was a remote inspection in October 2020 for the resit exam season, and we were passed as meeting the requirements of the JCQ for our access arrangements.

## ***Reports from the Inclusion Teams:***

### **Literacy Intervention: RWFS**

KS2 SATS are *usually* used to assess RWFS appropriateness; a Standardised Score of less than 100 suggesting delayed literacy (reading ages < 10 years on entry). The Read Write Fresh Start Assessment is then deployed to Year 7 students. With no SATS due to the COVID-19 2020-21 Pandemic, only students in Seven Stars were initially assessed in September 2020.

In January 2021 when all schools formally closed, all RWFS students continued their learning via Google Classroom. Modules were tailored for online teaching and focused on tasks which students could achieve online and which best suited their learning needs, strengths and areas to improve.

Of these students, 8 exceeded the Read Write Fresh Start assessment criteria, returned to mainstream English and were not assessed again using RWFS. 1 student remained with the RWFS programme; it was felt that a nurturing environment would support their transition into Year 7. In total 4 students started on Module 21 completing module 32 by June 2021.

3 students in 7 Stars started at Module 1 in September. These students finished Year 7 on Module 30.

Three additional -not from 7 stars- students were flagged by their Tutors and the EAL Coordinator as in need of Literacy Support to support their learning of the English language. A personalised approach, heavily differentiated with visual aids to support new language, was used for all three students; one student started on Module 1 and completed Year 7 in mainstream English. The further two students started on the Introductory Modules, focusing on CVC words and initial letter sounds. In context; both students were below that of a student in a Reception Class. They completed Year 7 on Module 8.

All Year 7 students studying RWFS continue with extra support in English in Years 8 and 9 (instead of French). This is further supported by our Literacy HLTAs.

5 students continued in Year 8 with RWFS. One did not engage in education; two completed Module 23 and 25 respectively by the end of T2. Two students continued RWFS during Tutor Time from T4-6, completing Module 31 by the end of the year.

*T. Langley*

### **Catch-up funding (7\* and Non 7\*)**

The Cherwell School uses LUCID to assess the whole school. Due to COVID-19 and staff changes, the final LUCID assessments were not available until the end of November. All subsequent students who were assessed exceeded the RWFS criteria and remained in mainstream English.

A Pilot Scheme to support 'Mechanics for Writing', was run by Literacy HLTAs. Places were offered to the weakest writers in Year 7, based on the English Faculty's 'No More Marking' Assessment. It ran until National Lockdown in January. It is difficult to assess the impact of the pilot scheme on account of the unprecedented circumstances brought about by COVID-19. It was received well by the students and there was a marked increase in confidence. Due to necessary catch-up tutoring for previous RWFS students/SEMH support sessions, it was unable to continue but will be reviewed next year.

The use of Catch up funding is a priority for this academic year. A new high grade teaching assistant will be appointed to support reading and a further HLTA for Maths.

*T. Langley*

### **SEMH Intervention**

During May of this year, in response to a growing number of students who are identified as having SEMH SEN needs, or who have been diagnosed with some level of Autistic Spectrum Disorder, it was decided to create within the school the role HLTA/SEMH (Social Emotional Mental Health).

This is a new and evolving role and much of the work was in its infancy. However, curriculum adjustments are being made and interventions in self regulation, risk assessment, self esteem and sensory needs, which took place with 19 students across Key Stage Three and Four. 5 students had EHCPs and 8 SEN K = 68% of SEMH interventions for students the SEN reg, which really supports the need for this work. Students who are considered to be at high risk of permanent exclusion are also prioritised. We are responding to the increasing number of SEMH SEN K students by increasing our own levels of understanding and training. We have been on the waiting list for a place for ELSA (Emotional Literacy Support Assistants) training course and visited a very established SEMH unit at The Wheatley Park School.

KL

### **7 Stars**

The 7 Stars department is operating well with an additional teacher, Helen Barnes, teaching Religious Studies and History and the Lead Teacher, Liane Woodgate, teaching Geography, the Read Write Inc Fresh Start programme moving on to English and bottom set Maths. This has enabled Liane Woodgate to support post 7 Stars in English and Maths lessons on a weekly basis throughout KS3, ensuring continuity and relevant adjustments required to improve students' access and learning outcomes. The two teachers in 7 Stars work well as a team and share an appraisal objective to embed Read Write Inc decoding and spelling strategies, along with contextual sentences for clarity of meaning and subject specific vocabulary development in the Humanities lessons.

The 7 Stars Cohort 2020 -21 contained a particularly high number of students with high needs (EHCPs), in particular those with a diagnosis of ASC and SEMH. This required a need for routine, emotional regulation and highly differentiated work. Three students needed extended emotional support and had timetabled 1:1 'talk time' with Liane Woodgate weekly during a named tutor time, access to Art Therapy 'At the Bus' and quick access to 1:1 counselling. One student's talk time turned into a Friday dog walk, which was so beneficial for the student's self esteem it has been carried over to continue this year. 7 Stars last academic year existed in East Site, within the restrictions of the Year 7 bubble, as required due to Covid. This smaller space proved useful as a way of providing the high visibility, nurture and care, explicit structure

and differentiated work that the students required. The students followed tailored Read Write Inc intervention groups and made steady progress with their literacy skills.

Before lockdown in January 2021, each child was settled and working well in both 7 Stars and mainstream lessons. They had trusted relationships with staff, especially within 7 Stars and had been trained to use Google Classroom confidently. The emotional and academic support given during lockdown was holistic and consistent. The most vulnerable students worked in school and staff supported individual needs to improve access to lessons and give emotional support. The students had quality teaching and a high level of supervision and support throughout lockdown due to live lessons and consistent support from 7 Stars and the in school staff team.

The Lead 7 Stars Teacher, Liane Woodgate chose to delay the students' transition back into mainstream Geography, History and Religious Studies due to the disruption in learning from lockdown. Lessons were mindfully planned to dovetail into mainstream lessons and integration support plans were sent to receiving teachers. When the students transitioned into Humanities in Term 6, they were supported in every lesson by their original 7 Stars teacher to ensure access, offer emotional support and support with their individual learning needs. Miss Woodgate met with the new Maths teacher to discuss the needs of her Maths set moving into Year 8 and emailed staff to ensure the transition for students was as informed and supported as could be. Both 7 Stars teachers have an open door policy for teachers and teaching assistants to drop in for any advice in improving outcomes for 7 Stars students.

Fortunately, the regular visits to primary schools to talk to SENCOs and class teachers about the next year's 7 Stars cohort resumed after the lockdown was lifted. All SEN students were visited initially by our SEND Officer, Kay Ridout, who passed on students' names and details to Liane Woodgate if their primary school considered them as requiring 7 Stars provision. Liane then arranged meetings with SENCOs and class teachers to gather more detailed information and to secure the upcoming 7 Stars group. Before the end of the summer term, she visited every individual allocated 7 Stars student to introduce 7 Stars, to reassure and to begin a positive, supporting working relationship.

*L. Woodgate*

### **Maths Intervention**

Our maths intervention specialist has continued to develop appropriate maths interventions for KS3 students. There is no widely used 'off the shelf' maths intervention package and so we have developed our own approaches. In previous years the KS2 SAT mathematics scores, a

baseline test taken by students without an SAT score, class observations and consultation with the mainstream maths teachers were used to identify students in Year 7 who would benefit from additional support in mathematics. COVID-19 prevented this data this academic year.

44 year 7s received Maths intervention.

The year 7 students all had one hour intervention lessons once a week in one of twelve intervention groups. Those students with very specific areas of misunderstanding who required explicit re-teaching of KS2 topics were grouped together. Other groups consisted of students who benefitted from careful pre-teaching to prepare them for their mainstream classes so that they would not experience cognitive overload in class but be able to engage with the whole lesson and improve confidence and performance.

Once the year 7 students had been organised there was enough space in the timetable to organise interventions for a high need ENCP year 8 student and 2 year 9 students (SEN K). They had all been part of maths interventions the previous year and their teachers felt that they would benefit from further assistance.

*L. Coventry*

### **EAL**

25 students engaged in specialised English as Additional Language assessment and intervention. 13 year 7s, 7 year 8s, 4 year 9s and 1 year 10.

Students were assessed using the Bel Foundation EAL Assessment Tracker, in lesson observation, reviewing classwork, and internal 1:1 EAL assessment. This would lead to the following interventions: 2 hours a week support or 1 hour a week support which would include: Translation, pre-teaching, strengthening grammar, vocabulary and/or phonics, building writing skills, formulating/communicating opinions, adapting and supporting in class, language support, scaffolding, homework support.

The EAL coordinator would work closely with class teachers and re-assess students using either internal PR data or the Bel Foundation EAL assessment tools.

*KL*

### **The Inclusion Base**

Cherwell' Inclusion Base aims 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 (SEMH) 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 the Inclusion Base to reflect on their behaviour and the opportunity to practise appropriate behaviours in a positive environment. Students, where appropriate, engage in restorative justice activities and the Inclusion Base team facilitate solution focused meetings.

In the shorter 2020-21 academic year 57 (103 previous year) students from years 7-11 spent at least one day in the Inclusion Base following a behaviour incident. This is significantly lower due to the school closures. 33% of all behaviour incidents involved students on the SEND register: 9% EHCP, 25 % SEN K. There were no Key Stage Five students accessing the Inclusion Base.

In January the new Lead teacher for Inclusion Hubs succeeded the retiring previous Base Manager as part of the new wider inclusion team restructuring. This also led to appointments of a HLTA learning support South, HLTA for SEMH and a HLTA for Learning support North, representing the philosophy and provision on South Site, on North.

During the COVID 19 pandemic and partial school closures the inclusion base was open for students with SENs, at risk of permanent exclusion or considered vulnerable. Students were supported in accessing their live lessons (via Chromebooks) and had access to teaching Assistants. Furthermore, the inclusion team works remotely with SEN and vulnerable learners to keep close contact with them. Approximately 10 students attended the inclusion base during this time.

During the rest of the academic year, when the school reopened, we had a number of students who accessed the Base for extended periods of time. This was often used as a way of engaging students who otherwise would not have attended school, or would have found, at times, a normal curriculum too daunting. Often these students had high level SEMH difficulties and required individual support on a daily basis in order to access the curriculum. Some students also used Base during particular lessons on a regular basis, and these included students who dropped a language or option and/ or for medical reasons could not access PE.

Inclusion base staff continued to spend time in the classroom supporting students and staff, making students transfer from the Inclusion Base back to mainstream lessons much smoother for everyone. As a result of the students' engagement with Google Classroom and Chromebooks through the lockdowns, these became the common way of working in the Inclusion Base for all students, regardless of why they were there. This simplified work access for all (students, teachers and support staff) and some continued to access live lessons.

There was a significant increase in students struggling with mental health issues and finding the best ways of supporting them continued to be our challenge. This was in line with the national picture of young people struggling with the effects of feeling isolated and anxious as a result

of the lockdowns. However, we continued to have a collaborative approach, working closely with the School Counsellor and his team, School Nurse and At the Bus (art therapy) where we met regularly to share vital information and ensured we supported our most vulnerable students. The HLTA for SEMH began her work in delivering interventions and supporting high risk students, most of which were SEN K SEMH.

Many students continued to use 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 continued to see an increase in the number of students with ASC, who found Base a calm and reassuring centre, but hope in the future to find a more suitable environment for them. Breakfast club was temporarily closed during the pandemic and subsequent restrictions.

An interventions Coordinator was appointed at the end of the academic year to oversee the interventions that are delivered by the HLTAs, and an Behaviour for Learning Lead to oversee the day-to-day running of the Inclusion Base.

*KL*

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

At the end of the academic year we appointed a HLTA Learning Support North lead to oversee a dedicated classroom on the 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 and the subject offer is not the same, or because they have dropped one option subject in order to concentrate on others. Students who do less GCSE's than their peers have additional Maths and English lessons in the LS North classroom which are taught by English and Maths colleagues. The students (of which there are a high proportion of SEN K, but not exclusively) benefit from working in smaller groups. 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.

*KL*

### **Hearing Resource Base**

During the 2020/21 academic year the SENSS Hearing Resource Base (HRB) at Cherwell School had a total of five students on roll, for whom the HRB was named as the appropriate placement on their EHCP (Year 9: 1, Year 10: 4). Four of the students have cochlear implants and one wears hearing aids.

The students were supported by a team of Communication Support Workers and Teachers of the Deaf. Support included daily equipment and listening checks alongside aiding access to sound in lessons and regular base sessions (with the Teacher of the Deaf) to pre and post teach specific curriculum aims, work on language development and their EHP outcomes. This was continued during lockdown through online video sessions with the Teacher of the Deaf. SENSS HI staff also continue to provide advisory support and input for students with HI but not in the HRB.

Targets for the following year are to raise the profile of hearing impairment, ensure consistent use of assistive technology by all staff through training and improve communication between class teachers and the HRB.

### **Communication and Interaction Resource Base (CIRB)**

Pete Austin (KS3) and Claire Wilks (KS4/5) are the lead teachers running the 20 place supported base offer at Cherwell School. A team of SENSS teaching assistants offer support to students with Communication and Interaction needs across both sites. The team works with individuals and are in the unique position of being able to constantly monitor the step by step progress pupils make towards achieving learning goals, providing immediate feedback and giving targeted support.

We have welcomed two new teaching assistants to our team. The North site base is currently supporting 9 students across KS4 and 5.

At the end of the Summer term, 2 students who have been with us since Year 7 achieved excellent A Level results: they both applied for university and are currently attending courses in Astro-Physics and Computer Science.

We had 3 students who completed their GCSE's- one has joined Cherwell 6<sup>th</sup> form and is studying A Levels (and has just achieved a qualifying time for National swimming championships- hoping to represent Britain in the next Paralympics). One has transitioned to A Levels at D'Overbroeck's and the third is following a mainstream Bricklaying course at the Blackbird Leys college.

Our 4 Year 11's are preparing for their exams. They are all aiming to sit examinations in Mathematics and English and are being given the opportunity to sit an Entry Level qualification in Maths in addition to the GCSE. 3 of the Y11's access off site provision- they attend an animal care course leading to a diploma at the Common Leys Farm campus of the Abingdon and Witney college one morning a week. These students are offered a broad curriculum by the school- accessing cycle maintenance, hospitality, Drama and Art/Textiles in addition to their core subjects.

In September we supported the successful transition of our 5<sup>th</sup> Y11 to a specialised provision in Hampshire- he is able to continue to access his GCSE subjects but will have opportunities to work in smaller groups and for the provision to extend beyond 16.

We have 3 Y10 students who have made a successful transition from the South Site. They are developing their independence skills and accessing a range of GCSE courses successfully.

We have two students in the sixth form who are accessing learning independently; they continue to receive support from the CIRB for their organisational skills and pastoral needs.

There are 3 Year 7's, 4 Year 8's and 3 Year 9's supported by the South team.

The CIRB team took a small group of 7 students to Woodlands residential in Glasbury, Herefordshire for 3 nights in July. We had the best of the weather and students enjoyed time exploring the canals in canoes and walking on the mountains.

Our focus for this year is to what extent we are able to support inclusion in the mainstream. This is one good indicator of our effectiveness as an inclusive provision, so we are collecting data this term to record the percentage of time our students spend in mainstream lessons. Of course we remain mindful that the starting points for inclusion for some of our young people are very low, and that they all have (by nature of having been placed in a base), significant barriers to inclusion to overcome, so we remain very much interested in the narrative for individual students behind the more numerical data that we will be collecting. We also remain mindful that planned base sessions are required for some children to support learning and have factored this into how we plan to record this data.

*CW/PA*

### **Priorities and Action Plan for 2021-22**

Our specific areas of focus for the year ahead are (see SDIP Appendix):

- a) Develop further the Autism friendly school initiative
- b) Streamlined access for all staff to students SEN needs and data
- c) Initiate actions directly out of EEF SEN Review

*K. Larminie*

*November 2021*

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