

Appendix B

Hall Green School (An Academy) SEND Report Presented to Governors

SEND 2017-18 Summer Results

Prior attainment was on average 4.16 and the Progress 8 scores was 0.42.

Number of pupils attaining:

9-5 in English and Maths was 0

9-4 in English and Maths was 4

Average progress in English was -0.65 and Maths -0.36. Expectation for Maths was lower than the expectation for English. SEND pupils achieved on average a grade 3.2 in English and in Maths, 2.8.

Average Ebacc P8 was 0.01 (grade 3.2). the open bucket average P8 was -0.75 (grade 2.9) but not all pupils on the SEND list filled this bucket as they were undertaking alternative courses such as Foundation Learning and 1 pupil was withdrawn from the English and Maths exams. 1 pupil did not undertake any exams. However, in terms of progress, he does not contribute to these figures as he had no KS2 data but, he does contribute to attainment measures.

SEND School Profile

At present, our 71 SEND pupils make up 7.90% of the whole school population. There are 31 pupils with an EHCP.

SEND Profile per Year

	7	8	9	10	11	Totals
EHCP/Statement	4	3	8	10	6	31
FAM	3	3	3	3	2	14
K – SEN Support	8	12	8	7	5	40
Spectrum (diagnosed)	1	2	2	4	3	12

Categories of Special Educational Needs

Pupil's needs may be categorised into four areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Appendix B

Assessment of SEND

Assessment of our pupils continues throughout their time with us. We do this by:

- Year 7 and 8 undertaking reading and spelling tests at the beginning of the school year
- Year 9 undertaking reading and spelling tests at the end of the school year
- Other assessments such as DRA, WRAT, DASH and BPVS undertaken on demand
- Analysing assessment data no less than termly to identify children who are not meeting age related expectations
- Class teachers and teaching assistants continually monitoring the children in their class through observations, discussions, marking and written feedback.
- Providing all adults with the opportunity to discuss concerns at any time
- Liaising with parents.

Provision

- Most pupils identified on the SEND register receive additional support. This is outlined in the school's provision map; this is additional to quality first teaching which is expected for all pupils within the class.
- At points of data returns, the class teacher, form tutors and (where possible) TAs review the pupil's learning when undertaking learning conversations in form.
- Parents/Carers are invited to meet with the class teacher, teaching assistant and where appropriate, the SENCO, to review their child's learning and celebrate their successes.
- Pupils with an EHCP have annual reviews to which parents and outside agencies are invited to attend
- Pupils with personal care needs are supported by TAs who have been trained in manual handling.

For further information, please see the School Local Offer on the Special Educational Needs section of the school website.

EHCP Update

We have successfully transferred all Statements of Educational Need to EHCPs by the given deadline dates and have reviewed some of them.

Appendix B

Exam Access Arrangements

Applications for extra time, readers and modified papers have been completed for pupils currently in Years 10 and 11.

Year Group	Scribe	Reader	Extra time	Practical support	Prompt
8	3	3			
9	6	3			
10	7	6	1	1	
11	3	3	3		1

All staff are being asked to raise any concerns as soon as possible for the current Year 9s and to gather the necessary evidence.

The SENCo now has a Level 7 qualification and is registered with the British Psychological Society to undertake all assessments in-house.

Summary of SEND Post 16 Destinations

	Provider	Level	Course
1	Joseph Chamberlain College	2	BTEC Business Studies, GCSE Maths & English
2	Joseph Chamberlain College	3	BTEC Business and GCSE English
3	South & City College (Digbeth Campus)	3	Ext Dip in Music Performance
4	The Sixth Form Solihull	3	AL Chemistry, AL Maths, AL Physics
5	South & City College (Hall Green)	1	Introduction to Hair & Beauty
6	Solihull College	1	ICT
7	UCB	2	Bakery
8	Solihull College	3	BTEC EXT ICT
9	Solihull College	2	BTEC Public Services
10	Solihull College	2	Animal Nursing
11	Solihull College (Woodlands)	1	Electrical Installation
12	Joseph Chamberlain College	3	Creative & Digital Media Production & GCSE Maths

SEND Clubs

T2E is a popular break time club that encourages pupils to develop their communication and interaction skills via topical discussions, board games, role play and some arts/craft.

Room1 is open every lunchtime and is supervised by teaching assistants who support pupils on the SEND Prov to complete their homework.

Room 2 is opened at lunchtime for other pupils on SEND Prov who have communication and Interaction difficulties activities include card games, topical discussions, Wii Games and some arts/crafts.

The SP Hub (formerly The Farm) is a space for pupils who are on the spectrum and/or are considered to be pupils with Complex Behaviour Needs (CBN). Some pupils have allocated time in

Appendix B

The SP Hub where work is undertaken around communication and interaction, citizenship and PSHE topics.

The CBN pupils, if removed from the classroom, are taken to The SP Hub opposed to the Support Base. On these occasions they undertake reflection sheets with the teaching assistant and then undertake detention time which involves sessions around the behaviour that has been exhibited – The SENCo meets with every pupil that has been taken to The Hub and offers a restorative meeting to all teachers. Furthermore, The SENCo oversees the running of The SP Hub, as well as teaching some sessions, and there are 5 teaching assistants who are timetabled to work in there across the week including supervising at break and lunchtimes.

Extra-curricular activities

There are many extra-curricular clubs led by a selection of departments and all pupils on SEND are welcomed and encouraged to attend.

Reading and Spelling Tests

All Year 7 and 8s were tested for their reading and spelling scores at the beginning of the school year - Year 9s were tested at the end of the last school year when the Year 11s had completed their exams. All standardised scores are on SIMs and Classcharts to ensure teachers have full access to these.

Readers who scored less than average have been classed as 'red readers' and follow on online Literacy Programme entitled Lexia; this is monitored by the Deputy Head and The SENCo. A 'Red Readers' wall is positioned in the staffroom so that all staff can see the pupils who are at risk of underachieving as a result of their reading scores.

Whole class partnered reading has been introduced to all staff who teach KS3 with a view to this assisting pupils with improving their scores.

Those in the lower band of year 7 and 8 who scored lower than 84 receive a differentiated English programme of study which incorporates 'Fresh Start'.

Some pupils who scored between 85-90 are undertaking the 'paired reading' programme in their form groups, with a Year 9 or 10 pupil who has been trained to undertake this work.

Training for Teaching Assistants

All teaching assistants receive CPD on a half-termly basis; this is delivered by the SENCo and/or our outside agency colleagues such as the Educational Psychologist.

Appendix B

Key priorities for 2018-19

Even Better Achievement and Progress

SENCO to ensure all standardised scores and results of GL Assessments are to be shared with all TAs so they can use this to inform their caseload work

Outside agencies to deliver CPD to all TAs opposed to them receiving a task group

FLL and 8N to use GAP tasks more effectively when feeding back to pupils.

CMC to use data provided by BDU to inform intervention for targeted pupils underachieving in their academic studies and/or behaviour

SENCO to share all assessment scores with TAs

Early identification of pupils who are underachieving

SENCO to have a mini form group with targeted CBN pupils – holding learning conversations in line with all other pupils.

Linc Department Development Plan 2018-19

Leadership and Management

'Well-being Wallet' to be encourage for use by the TAs to place any concerns they have— anonymously if desired

Health and safety items to be added to any meeting agendas

CMC to meet with FLL regularly

CMC to follow ASI's Learning Walk schedule and undertake LWs of the TAs—especially those who are post holders.

Outside Agencies to provide the CPD for TAs as their 'task group' – CMC to organise.

CMC to follow book trawel schedules to check work of the pupils in The Hub

Quality of Teaching, Learning and Assessment

SENCO to provide QFT strategies with teachers of SEND/CBN/N pupils and to share resources from outside agencies that will help to support QFT

New FLL and CMC to undertake relevant training to enhance the teaching of LS and FL pupils at both key stages.

Pre-exam training for all pupils with AA so they know how to use them effectively.

SENCO to undertake refresher Real Training (Access Arrangements)

TAs to add reading and spelling results to the information in their caseload folders.

Increase number of TAs who are delivering Word Wasp/Toe by Toe

Record all pupils AA entitlements onto their SIMs page/ClassCharts

Formally structure the monitoring of pupils who are taking part in the Lexia programme – roll out responsibility to others such as CYM

Appendix B

School Environment and Premises

Room 1 to be given a make-over

Health and Safety items added to agenda meetings and when these do not take place, via email

All Linc Department to follow all health and safety procedures that are relevant to the department (storing of equipment) and whole school (Fire evacuation etc)

Linc Department Development Plan 2018—2019

Personal Development, Behaviour and Welfare

Liaise with TSM and PEV to discuss alternative rewards trip for CBN pupils—especially those who use The SP Hub

Introduction of Restorative Meetings with CMC, teacher and pupils – following a call out to The SP Hub

SENCo to undertake 'Character and Resilience' CPD with the TAs or organise for outside agencies to deliver this

Increased Outside Agency CPD for TAs with the potential that they feel confident to assist with closing the gap for pupils with SEND

Improved access to PSHE lessons during form time so the TAs feel more confident to deliver this to their form and also to pupils in The SP Hub should they work in there in the future.

The FLL to form a working relationship with MHO in order to offer a broader range of work/experience/college visits for Foundation Learning pupils

Assistant to the SENCo to visit post 16 placements