

Appendix B

Hall Green School

An Academy

SEND Report

Presented to Governors

SEND

2018-19 Summer Results

LMH was part of the SEND cohort. However, she did not attend school or take any exams.

Progress can only be taken into account if the pupils have prior data. Only 7/10 of the cohort had this, one of whom was LMH.

Prior attainment was on average 3.84 and the Progress 8 score was -0.99.
Attainment 8 was on average 23.0.

Number of pupils attaining:

9-5 in English and Maths was 0%

9-4 in English and Maths was 0%

9-5 in English was 10%

9-4 in English was 20%

9-5 in Maths was 0%

9-4 in Maths was 10%

Average progress in English was -1.00 and Maths -0.78. Expectation for Maths was lower than the expectation for English. SEND pupils achieved on average a grade 2.5 in English and in Maths, 2.1.

Average Ebacc P8 was 0.61 (grade 2.5). the open bucket average P8 was -1.51 (grade 2.1) but not all pupils on the SEND list filled this bucket as they were undertaking alternative courses such as Foundation Learning. 1 pupil (LMH) did not undertake any exams but she contributes to all progress and attainment measures.

SEND School Profile

At present, our 79 SEND pupils make up 8.99% of the whole school population. There are 32 pupils with an EHCP. (Educational Health Care Plan)

SEND Profile per Year

	7	8	9	10	11	Totals
EHCP	5	6	3	8	10	32
FAM	2	3	3	3	3	14
K – SEN Support	19	12	11	8	9	59
Spectrum (diagnosed)	3	2	2	3	6	16

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

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 are 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) Teaching Assistants (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.

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- 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.
- The school data manager, Mr B Duncan, provides a SEND Data Report which is shared at SMT and with the TAs

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 and all have been reviewed.

Exam Access Arrangements

Applications for extra time, readers and modified papers have been completed for pupils currently in Years 10 and 11. Guidance about providing evidence for Access Arrangement Applications was given at a recent HoDs meeting.

Year Group	Scribe	Reader	Extra time	Practical support	Prompt
7	2	2	2	2	
8	3	1			
9	3	3	3 (EAL)		
10	6	3			
11	10	8	2 (EAL)		

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. She undertakes refresher training at the beginning of every school year.

Summary of SEND Post 16 Destinations

Please see Appendix 1

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.

Room 3 is open each lunchtime and is supervised by teaching assistants who support pupils on the SEND Prov to complete their homework.

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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 is now located in the main building. It 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 The SP Hub where work is undertaken around communication and interaction, citizenship and Personal, Social, Health Education topics, self-esteem, anger management and behaviour.

The CBN pupils, if removed from the classroom, are taken to The SP Hub as opposed to the Support Base. On these occasions they undertake reflection sheets with the teaching assistant and are collected by the SENCo to undertake lunchtime sessions involving work 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 voluntarily 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 are 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 have completed their exams. All standardised scores are on the school data base SIMs and on the school seating plans on Classcharts to ensure teachers have full access to these.

Pupils who have a gap between their reading score of below 90 and spelling score that is plus10 are 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 have the opportunity to undertake the ‘paired reading’ programme (when reading ‘The Day’) in their form groups, with a year 9 or 10 pupil who has been trained to undertake this work.

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Training for Teaching Assistants

All teaching assistants receive CPD as per the task group calendar; this is delivered by the SENCo and/or our outside agency colleagues such as from Pupil School Support.

Key priorities for 2019-20

Please see Appendix 2