**Hall Green School**

**An Academy**

**SEND Report**

**Presented to Governors**

**SEND**

**2019-2020 Summer Results**

Prior attainment was on average 3.92 and the Attainment 8 score was 2.82.

Number of pupils attaining:

9-5 in English and Maths was 0

9-4 in English and Maths was 6

9-5 English was 5 9-5 Maths was 0

9-4 English was 8 9-4 Maths was 6

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 A8 was 2.6. The open bucket average A8 was 3.0 but not all pupils on the SEND list filled this bucket as they were undertaking alternative courses such as Foundation Learning and 3 pupils were withdrawn from the Maths exams.

**SEND School Profile**

At present, our 87 SEND pupils make up 9.62% of the whole school population. There are 31 pupils with an EHCP.

**SEND Profile per Year**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **7** | **8** | **9** | **10** | **11** | **Totals** |
| EHCP | 8 | 5 | 5 | 5 | 8 | 31 |
| FAM | 5 | 2 | 3 | 4 | 3 | 17 |
| K – SEN Support | 29 | 14 | 15 | 13 | 16 | 87 |
| Spectrum (diagnosed) | 7 | 3 | 3 | 3 | 3 | 19 |

**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
* Due to the COVID lockdown our Year 9s will be undertaking reading and spelling tests at the beginning of Year 10.
* 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 – this can now also be done via ClassCharts
* 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 – these are currently being carried out using the TEAMS platform
* Pupils with personal care needs are supported by TAs who have been trained in manual handling and the donning and doffing of PPE.

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

**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/ICT | Reader | Extra time | Bi-lingual  Dictionary | Practical Support | Prompt | Enlarged Papers |
| 7 | 7 |  |  |  |  |  | 1 |
| 8 | 3 | 2 | 3 | 2 |  |  |  |
| 9 | 4 | 2 | 1 |  | 2 |  |  |
| 10 | 3 | 2 | 7 | 5 | 1 |  |  |
| 11 | 6 | 4 | 10 | 2 |  |  |  |

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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

**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

\*Due to COVID these clubs are now held in the back section of the hall.

**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 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; one of the 5 TAs delivers the majority of the sessions and leads on planning and decision making – working closely with the SENCo.

**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 not able to be tested at the end of the last school year due to the COVID lockdown; they are undertaking the tests at the beginning of Year 10. 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 Head of Department for RE. 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’.

**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 Pupil School Support Service.

**Key priorities for 2020-21**



