



Hall Green School - SEND Report

2020-2021 Summer Results

The data below is based on our internal tracking process which incorporates;

- Mapping KS2 scaled scores to national curriculum fine levels
- Basing progress on 2019 Attainment 8 estimates

15 pupils in this report are counted as SEND, of which 13 contributed towards the progress 8 figure of -0.32.

This was the first cohort of pupils with scaled scores so prior attainment was on average 4.18 and the Attainment 8 score was 3.37. The progress 8 figure is -0.32.

Number of SEN pupils attaining:

9-5 in English and Maths was 3

9-4 in English and Maths was 6

9-5 English was 5

9-5 Maths was 4

9-4 English was 8

9-4 Maths was 6

Average progress in English was -0.38 and Maths -0.53. Expectation for Maths was lower than the expectation for English based on prior attainment.

SEND pupils achieved on average a grade 3.8 in English and in Maths, 2.87.

Average Ebacc A8 was 3.47. The open bucket average A8 was 3.32 but not all pupils on the SEND list filled this bucket as they were undertaking alternative courses such as Foundation Learning.

SEND School Profile

At present, our 114 SEND pupils make up 11.2% of the whole school population. There are 29 pupils with an EHCP.

SEND Profile per Year

	7	8	9	10	11	Totals
EHCP	4	9	5	5	6	29
*FAM	0	6	2	4	3	15
K – SEN Support	17	28	10	9	6	70

* FAM provision ceased in 2021 for the Year 7 cohort and will be phased out completely once the current Year 8 and above have left the school, following changes to local arrangements.

Categories of Special Educational Needs

Pupils' 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, 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.

*

DRA – Diagnostic Reading Analysis

DASH – Diagnostic analysis of Speed of Handwriting

BPVS – British Picture Vocabulary Scale

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 Senior Leader (SEND and Inclusion), 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	Rest Breaks
7	4	4	0	1	1	1	0	0
8	8	1	5	3	2	1	1	0
9	1	2	3	2	0	1	0	0
10	3	1	4	3	1	0	0	0
11	3	2	4	4	0	0	0	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 Senior Leader (SEND and Inclusion) 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

87% in education/employment/training.

13% (2 pupils) currently seeking education/employment/training with the support of the school.

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.

Circle of Friends (R3) is open at lunchtime for pupils who have communication and Interaction difficulties. Activities include card games, topical discussions, arts/crafts and when needed, assistance with completing their homework.

The SP Hub 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 Hub Learning Leader and then undertake 'edusanctions' time which involves sessions around the behaviour that has been exhibited – The Senior Leader: SEND and Inclusion meets with every pupil that has been taken to The Hub and offers a restorative meeting to all teachers. Furthermore, The Senior Leader: SEND and Inclusion oversees the running of The SP Hub, and there are 4 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, 8s and 9s are tested for their reading and spelling scores at the beginning of the school year – (Year 9 later in the year when GCSE exams have been completed) All standardised scores are on SIMs and ClassCharts to ensure teachers have full access to these.

Readers who score less than average have been classed as ‘red readers’ and follow an on online Literacy Programme entitled Lexia; this is monitored by the Head of English and Deputy Head. A ‘Red Readers’ wall is positioned in the staffroom so that all staff can see which pupils require support and intervention for their reading.

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 Senior Leader (SEND and Inclusion) and/or our outside agency colleagues such as the Pupil School Support Service.

Key priorities for 2021-22 (taken from current SDP)

All staff to take into consideration the complex needs and alternative approaches required when working with SEND pupils with EHCP or K code, including those without a formal diagnosis - such as the CBN pupils.	Form a task group (with at least a representative from each large department) for SEND/CBN led by SENCO. Designate a regular SEND/CBN surgery time. Teaching assistants to evaluate approaches that work in lessons with SEND pupils and feedback to SENCO. SENCO to send round a “tip of the week” ppt slide (each week). Set up a network folder to organise and store ideas for good practice.
Planning and teaching is differentiated by all teachers to meet the needs of all pupils.	
SEND Paw Patrol	Create a group to include SENCO and a small cohort of teaching assistants to meet after each data return.
Disability Awareness sessions to be embedded into PSHE.	SENCO to plan and prepare a one-hour session initially to be delivered by form tutors. SENCo to work more directly with pupils who are raised as a concern with regard to their behaviour towards pupils with SEND.

To extend the Foundation Learning Curriculum to include MFL (French) and to incorporate the new BTEC Specification	SENCo to work with LSA to understand the new specification.
To use Provision Maps software to share SEND information more effectively with the staff body.	CMC and MGR to undertake relevant CPD and produce all necessary information to share to further improve the HQT of all staff and support offered by TAs.