

# Annual SEND Report to Governors 2017-18 Secondary

<b>Name of Academy</b>		<b>Mildenhall College Academy</b>					
<b>SENCO</b>		<b>Miss Rebecca Woods</b>					
<b>Date of Report</b>		<b>October 2017</b>					
<b>SEN Governor</b>		<b>Ms Khan</b>					
<b>SEN profile</b>							
<b>Total Number of students on SEN register</b>							
SEN Support		Education, health and care plans		Statements		% of academy population SEN support EHC and ST	
81		12				7.2% 1.1%	
% boys and girls on SEN Reg		SEN and Pupil Premium % of SEN cohort		SEN needs breakdown should be shared with Governors			
Boys	Girls			See attached sheet for the breakdown of SEN needs			
65.6%	34.4%	37.6%					
<b>Achievement – Year 11</b>							
		All SEN	SEN support	EHC or Statement	Non SEN		
Attainment 8		40.6	49.0	18.3	44.0		
Progress 8		0.2	0.53	-0.19	-0.06		
Progress 8 English		0.01	0.09	-0.12	-0.04		
Progress 8 Maths		0.31	0.43	-0.04	0.29		
<b>Summary (how does the progress made compare with national figures)</b>							
2017 SEND cohort achieved well in comparison to their peers. 55% SEND achieved Basics at Grade 4+ (same as non-SEND). 45% achieved Basics at Grade 5 (10% higher than non-SEND.) 73% SEND achieved Grade 4+ in English and 64% in Maths (Non SEND 72% in English and 68% in Maths).							
<b>Other year groups- SEN students who met end of year target</b>							
		English		Maths		Science	
Yr	SEN	non SEN	SEN	non SEN	SEN	non SEN	
7	89.7%	93.3%	58.6%	74.9%	68.3%	71.4%	
8	87.5%	92.6%	62.5%	76.7%	67.4%	70.9%	
9	81.3%	87.9%	43.8%	58.2%	58.8%	66.1%	
10	78.6%	79%	78.6%	58.1%	69.4%	70.8%	
<b>Effectiveness of targeted interventions (outline successes and interventions not so successful and why)</b>							
Literacy Toolbox, which takes place for one hour every day, has had a positive impact on the							

reading ability of the students in KS3. It has increased students' confidence in reading and comprehension and together with paired reading has made reading more enjoyable for the students. 100% of the students who participated in this programme have made improvement. Once a student has reached a functional reading age they do not need to revisit it. Some very low ability students do need to take part in Literacy Toolbox for more than one programme but monitoring shows that they need a break after approximately six weeks before commencing a second round. We also run a very successful paired reading programme, using Year 11 students who listen to the students read in Tutor Time.

Small group GCSE English allowed the students to work through the curriculum in a safe learning environment which worked at a slower pace allowing for a deeper understanding of the curriculum. All students gained a grade in English despite the many difficulties and barriers the group had. The group did incredibly well taking into consideration the new English Specifications and we had success with all students achieving a grade and one even gaining a grade 4.

Lower down the academy the small group interventions where students were removed from a lesson was less successful. We could argue that the intervention allowed the students to stay at a certain level rather than falling backwards, however, it did not allow the students to progress and move forwards as much as we would have anticipated. We currently run two small groups where students are not doing MFL and instead use this time to do extra English with a specialist TA – she is currently working on filling the gaps in their English skills and improving their reading and comprehension skills. All of the year 7 who participated in this last year made progress in their reading and English levels. This will continue to run for them until the options start in Year 9.

As well as academic interventions we spent a lot of time invested in mental and social wellbeing. We have young carer mentoring, traveller mentoring, LAC mentoring, exam stress groups, handwriting support and Art Therapy. During exam periods we were aware that some students were not having breakfast so we provided tea and toast for them before morning exams, bottles of water and ensured they had a good lunch. We feel these interventions although impossible to measure have a big impact on the students. It allows the students a safe space and we run an open door policy where students can access our office every break and lunch as well as if they need time out during lessons. This is used daily by the students. Last year, like previous years this has been successful and has led to further invention because the students disclose information about their home life because they feel safe within our office space. This has led to TACs being opened, mental health team support and in one case a CIN meeting.

We feel the mentoring, providing a safe space and having an open door policy allows the students to have a voice. We can monitor vulnerable groups and track if there are any issues

in school and at home and hopefully act on these before they become a bigger issue for the student.

100% of all Year 11 leavers last year are successfully placed on college courses and as of 10<sup>th</sup> November 2017 all are attending. During meetings held with West Suffolk College for some of our students, comments have been made about their positive attitude towards the courses and their learning.

#### Wider Outcomes

##### Attendance and exclusions

Overall %	Number of students PA	% and number of SEN students FTE or PEx	
K 95.7% E 91.9%	K 4.1% E 12.5% Affected by two students of a very small cohort, one of whom was LAC in residential care in Wisbech.	0.44% FTE 0% PEx	

##### SEN Staffing Resources (brief description of staffing arrangements for SEN provision. What has been the impact of staff on the achievement of SEN students)

- SENCO
- Assistant SENCO
- 1 English Specialist TA
- 1 Senior TA
- 1 TA apprentice
- 14 TAs
- Total TA hours 413
- Assistant SENCo hours 35 hours

Currently all students are on Educational Health Care Plans and these have now been finalised by Suffolk County Council. Out of this support we had students with high needs that needed one to one support in all areas of the curriculum. Additionally, we had students with physical disabilities including a Sixth Former. EHCPs do not come with funding and we have to provide evidence now through the HTN process to gain funding for the students. This entails a great deal of work providing evidence for the local authority who then write an EHCP, make an official legal document and plan objectives in the EHCP that the academy is then legally required to meet.

The Assistant SENCo together with the SENCo oversees the daily running of the department to ensure that all of our students' needs are met and that the welfare of the student is

upheld allowing full access to all that goes on in the academy. As well as this the SENCo and Assistant SENCo are Alternate Designated Safeguarding Leads and will deal with issues as and when they happen, often on a daily basis. We attend LAC meetings, complete CAF forms for students on the SEND register and non-SEND students and attend CAF meetings, Child In Need Meetings and Child Protection Meetings to ensure that student welfare and needs are being met. If necessary we then implement changes in the academy to ensure students are able to gain the best education they can whilst looking after their social and mental welfare.

We liaise with the feeder primary schools to ensure the students have a good transition and we hold meetings with future parents so they get to know us in the academy and are able to discuss their children's needs – this way we can best inform the staff about the students even before they start here. Teaching Assistants go into the feeder schools to meet with the students, observe them in a classroom environment and discuss the strategies that work best for the student with the class teacher and TA in the primary setting. This is fed back to staff allowing for the student to have a smooth transition to secondary school. This ensures staff are fully aware of students' individual needs and the best ways to support these through first wave quality teaching as well as the use of TA support. This year we are holding meetings with the SENCo's from the primary schools and Year 6 teachers to move this transition even further forward. For example the review of the one page profiles for the students will be on the MCA format and expectations around homework and classwork are to be implemented more by the Primary schools to allow the students to be better prepared for their transition to the Academy.

As well as this transition we also work closely with CISS team to ensure our ASD students and students with behaviour issues not only have a programme of early transition but that a high level of support continues into their academic life at the academy. The work we do with our ASD students and the inclusive ethos we have as a department has been recognised as exemplary practice by a senior county educational psychologist and CISS have been supportive in the meetings with the feeder schools and have a valuable input into these.

The staffing structure of the Student Support Centre not only offers support for students to be able to access the curriculum but also allows a safe space for vulnerable students to access adult support throughout the whole of the academy day as well parents and carers.

#### **Ongoing training for staff in the last 12 months**

- New intake training on students and their needs for staff.
- ASD specialist teacher training for staff and assemblies are arranged for students.
- New staff training on SEND, the Code of Practice, and how we work within the

academy.

- Refresher course on Access Arrangements - what you can and cannot do to meet JCQ regulations for TAs.
- How can marking be SEND friendly and have an impact to move the students on?
- TA passing knowledge onto staff to aid with interventions
- Mental Health awareness of young people for Senior leadership team
- Safeguarding Training for TAs.
- ASDAN moderation training for selected TAs.
- Planned training – low level behaviour control in a classroom setting for TAs  
Hearing impaired training by the specialist teacher for all staff

**Other initiatives in the last 12 months to improve the quality of SEN provision leading to improved outcomes.**

- Introduction of Literacy Toolbox – to improve reading and comprehension skills to allow the students to access the curriculum
- Year 11 paired reading with Year 7 and 8 to encourage good reading practice
- Handwriting Practice with an identified group of students
- LAC mentoring
- Traveller mentoring
- Young Carer Mentoring
- USAF volunteer mentoring who help with behavior of SEND students
- Firebreak – Fire Liaison Officer mentoring
- Careers Advice from linked County worker
- CISS for ASD and behavior
- Social Skills group for vulnerable students before transition
- Extra visits to Primary Schools
- ASDAN Youth Award
- Revision Techniques and Exam Skills for Year 10 and 11
- Small group Maths/English work
- Nesy Programme for Year 7 and 8
- Dragon Dictate
- Life Skills for identified vulnerable group
- Community Support Worker to work with families and students who have identified difficulties both in and outside of the academy
- Homework Club
- Break and Dinner club offering a safe space along with social skills for any students who wish to attend
- Pre teaching of English

- Pre teaching of Maths
- Specific TAs in tutor groups to focus on targeted students
- In class support
- Transition to West Suffolk College with travel training
- Alternative provision for a specific student to support her being able to finish Year 11 and sit her exams
- Access Arrangements testing and organising of GCSE exams for those with Access Arrangements
- Boys and girls group for our vulnerable students who suffer with social issues and anxiety – run by apprentice TA and Community Support Worker
- Open door policy from 8.00 am until 4.30 pm for students.
- Physio exercise for students who require it
- Specific eye exercises for a student.
- Speech and Language practice
- Assist students with physical needs for PE
- Evac chair training
- PEP plans for students with disabilities allowing students to feel safe if there is an emergency

As well as targeted intervention for English, Maths and reading all of these other interventions allow for students to be able to access the curriculum in a safe working environment which is an inclusive part of the academy. The impact is such that the majority of students have improved attendance and outcomes.