



Annual SEND Report to
Governors
2019/2020 Secondary



This report reflects academic year ending July 2020						
Name of Academy		Mildenhall College Academy				
SENCO		Miss Rebecca Woods				
Date of Report		September 2020				
SEND Governor						
SEND profile						
Total Number of Students on SEND register						
SEND Support		Education, Health and Care Plans			% of academy population	
					SEND support	EHCP
86		22			7.3%	1.9%
% boys and girls		SEND and Pupil Premium % of SEND cohort		<i>SEND needs breakdown should be shared with Governors using needs analysis template</i>		
Boys 6.3%	Girls 2.9%	52.3%		Appendix A		
Identifying students with SEND						
<ul style="list-style-type: none"> Students are identified at primary school level and the information is then transferred to MCA through transition meetings. This is further supported by visits by the students to MCA. If a student has not been identified by the primary school and we are concerned about their progress after they have started with us or after data drops, we complete an analysis to identify if this is specific to one subject or across the board. This includes observations, work scrutiny and requesting specific information from teachers about any concerns and the intervention they have in place for them. We contact parents/carers to discuss our concerns and seek their input. On the staff intranet there is a proforma for teachers to fill out if they have a concern about a student's lack of progress – this would be considered alongside all other relevant information, and a plan of action agreed between the SEND team, student, parents/carers and staff. Working with outside agencies can sometimes lead to the identification of a student in need of a greater level of intervention. For example, working with the OT team, early help and many other agencies we have regular contact with. Partnership working is vital in understanding the student's context inside and outside of the academy. This level of working is a priority at MCA. 						
Progress made by Students with SEND						
General overview and a breakdown of progress data:						
Achievement – Year 11						
	All SEND	Non SEND	SEND support	SEND EHCP	SEND and PP	Non SEND and PP



Cohort size	16 (8%)	192 (92%)	14 (7%)	2 (1%)	5 (3%)	53 (25%)
Progress 8	+0.49	+0.44	+0.55	-0.35	+0.61	+0.23
Attainment 8	31.5	46.1	35.0	7.0	35.0	40.1
Progress 8 English element	+0.30	+0.17	+0.33	-0.14	+0.46	-0.14
Progress 8 Maths element	+0.78	+0.51	+0.92	-1.15	+0.90	+0.34
% Basics Level 4	38%	66%	43%	0	40%	58%
% Basics level 5	13%	39%	14%	0	40%	32%

Case Studies:

Student A had an EHCP and had a very difficult time at his previous school and due to his behaviour, he spent most of his time in the behaviour unit and not in mainstream lessons accessing the expected curriculum. He spent a period of time being educated at home before his parents applied directly to MCA in Year 9.

Student A started on a phased return to fulltime schooling to allow time to settle back into the learning routines and to allow for staff to identify and put in place bespoke support. Due to his educational needs and poor experience Student A's behaviour remained a barrier to learning putting their progress and the progress of others at significant risk.

MCA worked very closely with CISS and the family (who fully supported the academy) to put a variety of support in place. This included staff and student mentors, small group and 1:1 work, supported integration into lessons and emotional support including anger management. Despite all of this collaborative work across the academy and with the expertise of CISS, Student A was unable to successfully integrate into lessons and was at risk of exclusion. With CISS and the Local Authority, MCA sought to find the right placement for the student in alternative provision. With continued support and monitoring by MCA in this alternative provision the student has been successful and has gone on to secure a post-16 college placement.

Whilst Student A did not remain at MCA for their full time provision, the academy supported the student trying every option available to ensure that they achieved success and the ability to progress on to a positive destination where they can continue their learning journey. Throughout the three years Student A was at MCA, either in the academy or at alternative provision, the academy worked in partnership with the student, family and external agencies to ensure that Student A was supported and remained in the education system.

Student B joined MCA in Year 7 and it quickly became clear that there were unmet needs in relation to the ASD spectrum. There were issues in the home which resulted in the family being under CIN and attendance was deteriorating as a result of this situation. The process of getting Student B diagnosed along with further investigation into his learning barriers was being put in place when the family moved, (resulting in Student B temporarily attending



another school) however these investigations were not picked up and continued by the new school.

Student B returned to MCA in Year 10 after he had been removed from the family home and placed under the special guardianship of his grandmother. With prior knowledge of Student B MCA was able to act quickly and within months he was diagnosed as being on the autistic spectrum and an EHC Plan was put in place to support him. This plan was communicated to all staff and discussed with the student and grandmother.

Despite Student B having a very unsettled home life, poor attendance throughout his schooling (although this improved from re-joining MCA in Year 10 after the diagnosis and support was put in place), he quickly completed his Bronze Certificate in Youth Award giving him a sense of achievement and also made major leaps and bounds in his emotional well-being. The culmination of intensive academic and pastoral support (1:1, small group work, identified strategies for staff to use in class, external agency involvement and the management of the EHCP process which heavily includes student and family voice) especially during the partial closure for Covid 19 has meant that academically Student B has been able to reach close to their full potential in the short time he was with us. Student B is now settled with his grandmother, getting support around his diagnoses and with his emotional and mental health. He has a placement at West Suffolk College on a Level 2 course which he is really excited about. As a result of our post 16 transition arrangements the college are fully aware of his needs and what support needs to be in place for him from the very start of the course.

Effectiveness of targeted interventions

As an academy we invest a lot of time in helping students with their mental and social wellbeing. We have young carer mentoring, traveller mentoring, LAC mentoring, exam stress groups, speech and language, handwriting support and Art Therapy. The Assistant SENCo has worked alongside and played an important role within the newly established Mental Health Team where she has been able to offer the human toolbox course and this has progressed to "My Big Life Project". This has had a real impact on our SEND students as it helps them to think about their emotions, how their body reacts and how this can become a barrier to their learning. We have seen students successfully use the techniques they are given in the course and they are not leaving the classroom as frequently as they used to for sensory breaks. They are staying in the classroom and their mindset is better leading to improved engagement and learning.

Our next challenge will be to ensure the students have the support required in returning to school after the lock down period.

We offer students a supportive space where they know they can access us when required. This provision can be accessed daily by some students. This has been successful and has led to further inventions being put in place as we are quickly aware of any barriers or issues that



the student is facing. It allows good communication between home and the academy, where we try to solve issues for students before they escalate and could have a bigger impact on their well-being and success in the academy.

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. As well as this we now have a teaching assistant who has passed her training and has become a dyslexia specialist – she is now seeing students on a 1:1 basis and in small groups where they have not yet made expected progress. Alongside our other reading interventions, we can now take them right back to basics and support them with sounds and blending of words. This was in its infancy when we went into lock down so it is not possible to comment on the full impact this has had but next year, we will be able to gain a better understanding with full data.

We have some very vulnerable students who are significantly lacking in life skills and struggle with a full timetable. Allowing these students to be in supported groups and accessing the ASDAN award has helped them to develop independent learning skills, life skills and allowed them to feel a level of success which is personal to them. For the first time this year we were able to open this up to the Year 8 Access Group as they were struggling with a full academic timetable and especially in the afternoon. The engagement of the group was starting to suffer because they were academically becoming exhausted by the end of the day. Introducing the course resulted in incidents of poor behaviour decreasing, the group bonded better with targeted activities to help support teamwork and feedback from the students and parents/carers was positive especially about students feeling they were achieving success at the academy.

One parent reported that their son would never normally speak about his day but on the days he had Youth Award (ASDAN) as he would open up about the tasks and what he had achieved in the lesson. Looking at the curriculum for the Access Groups the SENCO liaised with the SLT and we are looking to plan academic lessons in the morning when the students are more alert and for their vocational course to be in the afternoon.

Staff and teachers are kept fully up to date with any new information we have about the Students and this allows a holistic approach to their academy life. It ensures that all their teachers are teachers of SEND and celebrate their own personal achievements.

Before the period of lockdown training for the teaching assistants had increased including training from Dr Alison Woods on different aspects of mental health and wellbeing for adults and students. During the period of lockdown teaching assistants have undertaken a great deal of training and they have been able to have the chance to upskill themselves in many different areas some of which include; autism and behaviours in the classroom, ASD in girls,



ACES and many different aspects of safeguarding and bereavement. This will have a positive effect on the SEND team as it builds their confidence and expertise allowing them to offer even greater specialist support to the students.

During COVID-19 Lockdown and Return

- Work was provided for all students, made available on the website and in paper form for those without IT access.
- IT support and equipment were provided to support some families to improve access to work and make it easier for the student to receive support.
- Daily phone calls were made by SEND staff to ensure students could access the work and to offer support with tasks. Support was also offered to parents/carers.
- Mental health support was offered through telephone calls and online resources.
- Home visits took place to support with learning or emotional wellbeing where the need arose.
- Financial support was provided above and beyond the government FSM provision to ensure the wellbeing of all students and their families.
- 24/7 email support was provided through individual staff and the help@mca email.
- TA support was provided for the key worker/vulnerable who attended the academy throughout lockdown. A significant number of SEND students attended during the lockdown period.
- TA support was provided for students who attended in Year 10 as part of the partial re-opening.
- Summer visits for some SEND students and especially new Year 7 students took place in August to assist with the September return.

Wider Outcomes effectiveness for this cohort

Our aim for all SEND students is to ensure that all reasonable adjustments are made so they have complete access to the academy's full curriculum. We promote self-confidence as learners and always encourage as much independent learning as possible (dependent) on the individual needs of the student. We work with the students, parents and carers to ensure their mental and emotional well-being is in the best place so they are able to function within a learning and working environment and offer early support if this is not the case.

We access and seek advice and help from other agencies and guide the teaching staff and support staff on how best to support the young person with their learning and emotional needs.

We are equally as ambitious for our SEND students as we are for all students. We aim to identify needs early, put appropriate support and interventions in place and for the students to be fully involved in the academy community academically and pastorally with as much independence as their needs allow.



Attendance and exclusions					
Overall attendance %		% of Students PA		% and number of SEND Students FTE or PEx	
SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
94.96%	94.86%	11.5%	12.61%	FTE 7= 6.3% PEX 0	FTE 45 = 4.34% PEX 2 = 0.19%

The teaching assistants have had more training in-house and outside of the academy this year than they have had previous years. It has been recognised that we need to upskill the teaching assistants and allowing them to have time to train has now been put in place. During lockdown, I ensured that there was training that was specifically aimed at the SEND team but also recommended it for all staff.

Staff have been regularly trained throughout the year on different aspects of SEND. For example, around dyslexia, autism, exam stress and mental health, physical impairment, what is SEND? and how to be an effective teacher of SEND.

We also ensure that staff are fully informed about how best to support students and when important information comes to light we ensure this is conveyed to all staff and where necessary staff can meet with the SEND team at any time for further support and clarification.

The number of students with higher level needs joining the academy has risen significantly, particularly those with social and emotional needs. The recommendations accompanying the child often set out the need for 1:1, small group work or very specific teaching strategies within lessons along with quiet spaces and transitions between lessons. This has required intensive staff training and time which has often resulted in staff being redeployed from the in-class support of others. This has been necessary in order to manage and support the student displaying the high-level behaviour that needs immediate attention to allow the maintenance of a calm and orderly learning environment for all. Whilst the academy has increased staffing to support this rise, this high demand which is replicated with the external agencies who work with the academy, ensuring all students who are entitled to support, especially those whose support is based around in class specific learning needs has become increasingly challenging.

Other initiatives in the last 12 months to improve the quality of SEND provision leading to improved outcomes (including any external specialist support services that work with the school and the impact they have):

- Year 11 paired reading with Year 7 and 8 to encourage good reading practice



- LAC mentoring
- Traveller mentoring
- Young Carer Mentoring
- Firebreak – Fire Liaison Officer mentoring
- CISS for ASD and behaviour, school refuser and high level of anxiety
- 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
- 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
- In class support
- Transition to West Suffolk College with travel training
- Access Arrangements testing and organising of GCSE exams for those with Access Arrangements
- Boys group for our vulnerable students who suffer with social issues and anxiety
- Assist students with physical needs for PE
- PEP plans for students with disabilities allowing students to feel safe if there is an emergency
- Emotional Well Being training for staff and students
- EHCP reviews
- Year 11 transition meetings with SENCO from WSC to ensure students' needs are met in post 16 education.
- Training increased for the teaching assistants.
- Assistant SENCo being involved with the in-house mental health team.
- Training a member of the team to be a specifically trained in Dyslexia.
- Daily, weekly welfare phone calls to parent and Students during lockdown – ensuring Students were engaging in some form of learning. Ensuring their welfare needs were met. If not putting in place food parcels and food vouchers.
- Meetings with external agencies taking place via Teams to ensure the Students needs were being met and plans in place for their return and how best to support them.
- Work and equipment delivered to the family home to ensure access
- Encouragement for them to participate in live lessons
- Upskilling and reassurance to parents that they are doing good job and often emotional support for parents



- Encouragement and offering reassurance in getting the Students back in school to ensure their learning needs were met but also ensuring their welfare and emotional well-being needs were being met.

Outline how the specific targets, objectives and learning needs of SEND Students will be addressed through quality first teaching and how this will be reflected in your curriculum intent.

All policies indicate our commitment to the curriculum being equally ambitious for all students including those with SEND. Information sharing and training are key to ensure that this is achievable and high quality.

There is a rigorous training schedule in place for all staff that focuses on the needs of individual staff as well as the priorities of the academy. This is monitored and evaluated by the SLT and improvements made based on impact through observations, outcomes and completed evaluations.

The academy teaching and learning expectations set out by MCA apply to all subjects, lessons and for all students. At the heart of this is the needs of the individual. All students, including SEND students are considered by the teacher and where barriers are identified intervention plans are used to try to remove these and allow all students to be successful.

At the heart of everything we do at MCA are the 'MCA TRAITS'. These set out how we go about life at MCA and apply to all members of the academy community so that together we can all be successful.

Outline of objectives for 2020-21

1. To establish the role of the Mental Health Lead so that students receive timely and appropriate education and support.
2. To impart this knowledge and practice into the practice of all staff so that needs can be met in the classroom where possible.
3. To further develop the sensory area so that it supports students and allows them to remain in school and in lessons whilst learning to manage their own behaviour and health.
4. To ensure SEND students achieve academic success at the level expected of them and develop independence in participating in academy life.



Academy Needs Analysis:				
Type of Need		No. of Students	% of SEND Students	% of all Students
Communication and Interaction	Speech, Language and Communication Needs (SLCN)	8	3.7	0.68
	Autistic Spectrum Disorders (ASD)	10	9.3	0.85
Cognition and Learning	Moderate Learning Difficulty (MLD)	0	0	0
	Severe Learning Difficulty (SLD)	0	0	0
	Profound and Multiple Learning Difficulty (PMLD)	0	0	0
	Specific Learning Difficulty (SpLD)	55	50.9	4.7
Social, Emotional and Mental Health (SEMH)		14	12.9	1.2
Sensory and/or Physical Needs	Visual Impairment (VI)	4	3.7	0.34
	Hearing Impairment (HI)	1	0.93	0.09
	Multi-Sensory Impairments (MSI)	1	0.93	0.09
	Physical Disability (PD)	5	4.6	0.43
Other Students		3	2.7%	0.26%
NSA		7	6.4%	0.6%

Linked documents	Link on website
Local Offer (Local Authority)	https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0
Academy Information Report/Academy's Offer	https://www.mildenhall.atrust.org.uk/wp-content/uploads/sites/10/2020/09/SENLocalOffer2020-21-1.pdf
Accessibility Plan	In the process of being updated.