

Easthampstead Park Community School Annual Report to Parents from the Governors on the provision for SEND.

September 2021

SENCo: Miss Buchanan

Policies

Where appropriate the school policies include explicit reference to students with SEND. The SEND policy is reviewed annually by the school governing body.

The number of students identified on the SEND register 2020-21 (July) by their primary SEND need.

		MLD	SPLD	SEMH	SLCN	ASD	HI	VI	PD	MED	Total
All	SEN Support (K)	28	21	39	10	45	1	0	0	0	144
Years	EHCP	5	3	4	0	11	0	0	0	0	23
	Total	33	24	43	10	56	1	0	0	0	167

19% of students on the roll were identified as having a SEND need either K or EHCP in July 2021 compared to a national average of 12.88% (June 2021).

20% of students with a primary need were recorded as having 'moderate learning difficulty' as their primary need compared to 21% nationally.

16.4% of students were recognised as K within school compared to 12.2% K nationally. This is above the national average.

56 students were diagnosed as having Autism which is 6.41% of the students on roll.

33.3% of students identified as Free school meals are also identified as having a special educational need. (National 34.3%).

2.63% of students on the roll have an educational health care plan which is below the national (National 3.7%) but an increase on the year before from 1.18%. Once an EHCP has been achieved based on some student needs specialist provision has then be sought.

+The percentages above include the school's 6th form.

Progress within SEND 2020-21

The Inclusion and Raising Standards team analyse academic performance a minimum of 3 times per year. The current provision is reviewed and further intervention offered if appropriate.

GCSE

SEND No. of Students 33.3% achieved a positive progress 8 score (26.3% previous academic year)

Students at K

52.6% of students achieved positive progress 8 score in English

36.8% students achieved positive progress 8 score in Maths

Students with an EHCP (2)

Students alongside their GCSe sat functional skills exams to support their needs where appropriate.

Intervention Impact

IDL number of students showing accelerated progress overtime.

	Y7 Project 1	Y7 Project 2	Year 8
Spelling	57%	40%	85%
Reading	71%	60%	93%
Numeracy	43%	53%	77%

Freshstart Literacy

- Year 7 76% made accelerated progress, 6 graduated from intervention.
- Year 8 69% made accelerated progress, 6 graduated from intervention

Other interventions were impacted by COVID and school closure so data is not reliable.

The needs of SEND students will vary year on year and both academic and social development are areas of progression school provision supports.

Identification procedures for students with special educational needs

- Use is made of data from feeder Primary Schools (National Curriculum levels or score and assessment scores)
- The Head of Year 7 and the AHT Inclusion/ SENCo visit the main feeder primary schools to discuss student abilities and needs with primary school staff and to meet the students.
- The SENCo attends Year 6 transition review meetings.
- Students identified as being vulnerable and/or having special educational needs were invited to visit in addition to the school's summer school program.
- Literacy screening takes place in the first half of the Autumn term using the Access Reading test. These results are standardised and made available to all staff to support planning.

- When students who have individual needs join the school during the school year (in-year transfer) an assessment is conducted as part of their induction on the first day.
- Additional diagnostic assessments are conducted for individual students as required and support the allocation of additional provisions.

How students are ensured access to the curriculum/activities:

- All students, regardless of their individual needs are placed within a tutor group and a teaching group.
- All students are integrated fully into the life of the school and have access to a broad and balanced curriculum. Easthampstead Park Community School aims to ensure all students access a varied co-curriculum beyond lessons and achieve this through providing a broad range of essential experiences. There is a strong emphasis on ensuring our SEN students are supported to gaining full access to all these opportunities. We know from experience it helps build resilience and increases engagement within the life of the school if a child will participate.
- Individual students have personalised learning programs designed for them, depending on their specific needs.
- Support is made available across the curriculum in class and Learning Support assistants are available to aid student progress on an individual or small group basis within the classroom.
- Teaching staff and Learning Support assistants have been trained in the development of Wave 1 provision and Quality First teaching. This links with the whole school's Teaching & Learning focus which also helps to ensure that all students can access a broad and balanced curriculum.
- Pupil Profiles are devised for students with the highest level of need and these are circulated to staff and made available electronically to support teacher planning.
- Students identified with low literacy levels are offered additional teaching in reading and spelling in Discovery. Those in Destiny who are identified may be offered specific support based on needs.
- Students identified with difficulties evidencing their work are offered the use of technology as an alternative means to record their work.
- Students have access to the wide range of extracurricular activities on offer in school.

The intervention offered during this year has included:

- 1:1 and 1:2 precision teaching of literacy/reading led by HLTA or LSAs
- Freshstart Reading Recovery in year 7 and 8 led by HLTA and LSA.
- Small group English lessons (Year 7) led by HLTA
- Numeracy groups of up to 1:6 students led by HLTA or LSAs
- Learning Zone withdrawal and/or reintegration programs led by ELSA
- 1:1 positive behavior support plans led by Behaviour Mentor
- Self-esteem activities up to 1:4 led by HLTA or LSA
- Alternative curriculum provision (off-site)
- ASD Social Skills group
- ASD 1:1 mentoring
- Anger Management group
- Anxiety Management group
- Emotional Resilience group



- Social Awareness group
- Stress Management group
- Friendship Group
- Physiotherapy sessions
- EAL up to 1:2 led by teacher
- EAL up to 1:2 led by TEFL teacher
- In-class support
- Speech and language groups (SALT) led by LSA.

Progress data is regularly reviewed and where needed, student assessments and observations are undertaken to identify any learning gaps. In a small number of instances, an outside agency may be called into school to further support the needs of learners. Annual reviews are held for students with a statement of special educational needs. These may be led by the SENCo, with the parents, student, and any involved external agencies invited to attend.

Attendance and Exclusions

Of the fixed-term exclusions served in 2020-2021, 12 students have been issued with an FTE of these 1 from the 12 are designated as K.

Many of these students have been offered additional support through their Head of Year, the Learning Zone, 1:1 positive behavior interventions, and access to outside agencies such as CAMHs, Educational Psychologist, and the early intervention hub.

Attendance is monitored every week and support is offered through the Head of Year, Assistant Heads of Year, and staff within the Learning Zone to promote good levels of attendance.

In 2020-2021 the overall attendance of students with identified SEN K was 91.98% (2019-2020 85.33%). For those identified E it was 91.01% (77.64% 2019-2020). The attendance percentage for those students without SEND was 94.28%.

	Year 7	Year 8	Year 9	Year 10	Year 11
SEN	91.2% (87.35%)	93.42% (86.72%)	90.48% (84.87%)	88.21% (79.53%)	90.45% (80.59%)
Non-SEN	95.75% (92.68%)	93.30% (94.90%)	93.39% (92.51%)	93.95% (87.85%)	93.42% (91.35%)

+() indicates 2019-2020 data

Budget Allocation

The SEN funding for 2020-21 was indicated as £512,872, however, in real terms, it was £127,277.

This was allocated by the Local Authority in the following way:

- Notional = £434,338 of which £50,743 is the additional SEN separated out element from the School Budget Share
- The average per-pupil funding for 2020-21 was £5,299
- High Needs Top Up = £54,534 (including that claimed from other LAs)
- 6th Form (EFA Funded) = £24,000

The funding has been used to support the following:

- Teacher costs (intervention)
- HLTA and LSA costs
- Administration costs
- Staff training
- Outside agency support- Educational psychologist, Support for Learning
- Laptops/software
- Alternative curriculum provision
- Exam access arrangements
- Consumables

Deployment of Staff

SEND students are supported in class by their teachers who have an understanding of their needs through a comprehensive pupil profile accessible to staff.

Primarily HLTAs complete 1:1 or small group interventions based within the Learning Zone or within the Numeracy and Literacy rooms in coordination with departments. LSAs are more often deployed within lessons, targeted specifically at pupils with Educational health care plans or those for whom a statutory assessment is/will be requested. Within the classroom, the LSA is directed by the class teacher and will work with a variety of students to enhance the learning experience of a wider cohort as well as to ensure that students with identified SEND are given the opportunity to develop independence.

During 2020-21 the school employed a comprehensive team for student support including non-teaching Family Support Worker, Behaviour Mentor, Attendance Manager as well as Heads of Year (teaching) and Pastoral support staff (non-teaching) all of whom support students with SEN and their families as necessary.

External Agencies

Some students, normally those with EHCPs or those with more complex needs who have not made progress through the plan, do, review process, will require support at times from external agencies. More than 100 referrals were made to various support services last year despite COVID restrictions.

During 2020-2021 this support included:

- Educational Psychology
- Speech and Language Therapy
- Autistic Spectrum and Social Communication Service (ASSC)
- Occupational Therapy
- School Nurse
- Education Welfare
- Teaching and Learning Support Service
- Hearing Impaired Service
- Canine Assist

- CAMHs
- Behavioural Support Service
- Getting Help Team

To ensure a smooth transition from primary school, a member of the Inclusion Team meets with relevant staff from the primary school to ensure that all key information is transferred and that an accurate pupil profile is written. Additional visits, both 1:1 were planned for those students with high-level special educational needs.

Professional Development

Through 2020-21 staff have attended a wide range of courses, with the majority online. These include:

- Child Protection
- Safeguarding Training
- Adverse childhood experiences
- NVQ Level 2 Young people and Children Mental Health
- NVQ Level 2 Specific Learning Difficulties
- NVQ Level 2 Understanding Autism
- NVQ Level 2 Understanding behaviours that Challenge
- Anxiety Training
- Self-Harm training
- Sensory Training
- Speech and Language Training- Elkan Level 2
- Functional Skills Training
- Certificate in Psychometric Testing: Assessment & Access Arrangements

Note: Not all staff will have attended every course.

Students with Disabilities and Medical Needs within School

Details of specific disabilities and/or medical needs are stored within our data management system. Our Welfare Service team holds an up-to-date record of high-level medical needs, steps for routine support, and any emergency care.

Inclusion

All students have access and opportunities to participate in visits and school activities through reasonable adjustments. When a student is not able to access a full timetable due to long-term medical needs and is classed as medically unfit for school, a place will be sought for the student through the Hospital School or alternative provision. For short-term medical needs or long-term medical needs that do not meet the threshold as medically unfit for school, the provision will be planned with the student, parents, and school to meet the needs of the pupil using the Learning Zone and a reduced timetable as necessary.

Statutory Reporting Requirements

- All statutory reporting requirements are met
- SEND reporting is an integral part of the Census and data collection. Data is readily available and reports can easily be generated.

Parents/Carer Involvement in the Provision for Students with SEND

Parents are invited to attend and contribute to various meetings throughout the year such as Parents' Evening, Annual Reviews, External Agency meetings, and Team Around the

Child meetings. All parents are written to regarding any interventions their child may receive at the start of any intervention and at the end with details of the impact as part of the plan-do-review process. EHCP support details can also be assessed via an online parental app.

Local Offer

Details of the Easthampstead Park Community School's Local Offer can be found on the Bracknell Forest website (see link below)

Review Date

September 2022