

Annual Report to Parents from the Academy Committee Members on the Provision for SEN at St Gregory the Great School

December 2016

SENCO: Mrs Sarah Kallay

Policies

Where appropriate the school policies include explicit reference to students with SEN. The Inclusion Policy is reviewed annually.

Further details of our Inclusion Department procedures, including the identification of pupils with SEN, can be found in our Inclusion Policy.

Number of students identified on the SEN register 2015-16

	K	S	No SEN	Total
Year 7	57	4	144	205
Year 8	32	2	173	207
Year 9	20	3	169	192
Year 10	14	2	173	189
Year 11	11	4	182	197
Year 12	4	0	126	132
Year 13	1	0	85	86
Total	121	15	1052	1206

	K	S	No SEN
% of school roll (inc 6th form) (1206))	10.3%	1.2%	88.5%
% of school roll (excl 6th form) (982)	13.6%	1.5%	84.9%
National average (2014) (excl 6 th form)	11.6%	2.8%	84.6%

Inclusion

St Gregory the Great School is an inclusive school. We have high aspirations for all of our pupils, including those with special educational needs. These children have access to a broad, balanced, inclusive education including the National Curriculum and wherever possible are taught alongside their peers. Every pupil at St Gregory the Great School has access to all aspects of school life, including extra-curricular opportunities and trips, and is encouraged and enabled to participate fully. Pupils with SEN have the opportunity to share their views through their School Council Representatives and via the regular SEN Review system.

Where pupils are unable to access mainstream provision due to long term medical needs, a place is sought at the hospital school. For short term medical needs, or medical needs which do not prevent the pupil from attending the school setting, adjustments are made to meet the student's needs using the Inclusion Department and/or a reduced timetable as necessary. Alternative provision options are also investigated.

We Currently have a Nurture group in Years 8/9 and Year 7.

Details of specific disabilities and/or medical needs are stored within our data management system.

A "Red List" record of pupils whose needs may necessitate additional/different provision for trips/outings/special events is maintained.

Progress of pupils with SEN

At GCSE, the 3 year trend for students identified as having SEN is as follows:

School Action Plus (2012/2013), SEN Support (2015)

Year	Cohort	% 5A*-C	% 5A*-C (inc Eng &Ma	% 5A*-G
2014	18	11	11	44
2015	8	12.5	0	62.5
2016	10	20	20	70

NB the changes effected by the 2014 SEN Code of Practice mean that SEN support is compared in this instance with SAP, which is not a direct equivalent.

Statement / EHCP

Year	Cohort	% 5A*-C	% 5A*-C (inc Eng &Ma	% 5A*-G
2014	3	0	0	33
2015	4	0	0	25
2016	4	25	25%	50

NB 3 of the cohort of 4 had Statements of Special Educational Need for Learning Needs.

The department continues to have specialist TAs for Dyslexia/Basic Literacy, Physical Disability and Hearing Impairment/Speech and Language. The role of Group Literacy HLTA has been takes holistic approach to working with pupils beyond their specific literacy interventions to focus on replicating the success of those interventions across the curriculum through encourage both and staff and students to use the skills gained through interventions in their classroom work too. Three Complex Needs Support Workers continue to support specific pupils with complex needs.

Interventions

Interventions run by the Inclusion Department this year have included

- Hi Five
- Hodder Reading Project
- Catch up Literacy
- 1:1 individual reading/spelling programmes
- Alpha to Omega Dyslexia Support
- After School Spelling Club
- Auditory, visual, and perceptive memory programmes

Progress data for the interventions is regularly reviewed once a term (Autumn, Spring and Summer) to evaluate the effectiveness and progress made. Further assessments and observations are undertaken as required to investigate the cause of any learning gaps.

The SENCO is now qualified to complete psychometric testing and as a consequence the department is has invested in a series of tests, including a reading and Comprehension test (YARC) a memory and processing assessment (CTTOP) and an intelligence assessment (KBIT). These tests can be used to identify barriers to learning without needing to employ an outside assessor to do so.

The Department has also be involved in the development of a programme with Oxford university called VESPARCH which is indemnifying students who are under performing against the true potential. 114 year 7/8 students took part. The results indicated that there are 5 students in the current year 8 who are in the top 10% nationally for their verbal reasoning Skills and identified 6 students who are under performing against their true potential. A copy of the research is available upon request.

Parent/carer Involvement

Parents/carers are invited to attend and contribute to meetings throughout the school year, including Parents' Evening, External Agency Meetings and TAC/TAF Meetings.

Parents/carers of pupils with SEN are invited to attend regular reviews of progress, led by the SENCo.

Annual reviews are held for pupils with Statements of SEN/Education Health and Care Plans, led by the SENCo.

Attendance and Exclusions

Of the fixed term exclusions served in 2015-16, 9% were served by pupils on the SEN register, This is a huge decrease from the 2014-15 figure of 25% and 37% in 2013-14.

Interventions to support pupils following exclusions begin with a reinstatement meeting in which clear targets are set. If support needs are identified, these can be provided by follow-up interventions led by the pastoral managers, and , Inclusion Staff. Support can be accessed from external services such as the Early Intervention Hub.

Attendance is closely monitored by our school Attendance Officer with support from the Attendance and Engagement Team if Required. In 2015-16 24.5% of pupils with identified SEN had an attendance below 85%.

Deployment of staff

Pupils with additional needs are supported in class by their teachers who have a thorough understanding of their strengths and weaknesses from their Pupil Profile document. This is a working document which is regularly updated by the SENCO and TAs.

HLTA/TA support is divided into two strands:

- HLTAs/TAs carry out 1:1 / small group interventions in the Inclusion Room
- TAs are deployed in the classroom to support specific pupils/groups of pupils. Within the classroom, the TA is directed by the class teacher and can work with any pupil as required to support the learning of the whole cohort and to ensure that students with identified SEN are given the opportunity to develop independence.

External Agencies

Where necessary, pupils may be referred to an outside agency for further support.

During 2015-16, this support included:

- Educational Psychology
- Speech and Language Therapy

- Language and Communication Advisory Teacher
- Communication and Interaction Service / Autism Support Service
- Occupational Therapy
- Physiotherapy
- School Nurse
- Hearing Impairment Service
- Hospital School
- Complex needs Service
- Multi sensory Impairment team
- Oxfordshire Autism Support Service

Transition

To ensure smooth transition from primary school, the SENCo, Director of Learning or Pastoral Manager will meet with relevant staff from the primary school to transfer all key information and the SENCo will write an accurate and thorough pupil profile for distribution to all relevant staff. We offer a drop in session for SENCOs or head teachers from Primary school in July so that any new or relevant issues can be raised and SEN files transferred ready for September

Additional visits are organised for pupils with high level needs on an individual basis

A three week “transition programme” consisting of one morning a week spent at St Gregory’s takes place in the Summer Term. This Programme is delivered by the SENCo and teachers from the foundation Learning Department. Referrals of pupils who require this additional support at transition are invited from the primary schools.

This year we ran our Third Summer School for Y6 Pupil Premium pupils, this year, delivering the programme ourselves rather than through external staff. The aim of the programme is to narrow the gap between them and their non-Pupil Premium counterparts in terms of achievement, attendance, behaviour incidents and exclusions. For the third successive year there is a clear impact on the behaviour, attendance and achievement of the students that attended. The full data is available in our Celebration Report.

Professional Development

A comprehensive professional development programme is run within school, with specific sessions on SEND included as required.

This year, Inclusion Department training has focused on supporting pupils Hearing Impairments and Complex Needs.

Department members have visited other schools to observe good practice and liaise regularly with staff from other schools both informally and via Locality Briefings run by the Oxfordshire Schools Inclusion Team and Network Meetings with the SENCOs of the other schools.

The SENCO is undertaking an Access Arrangements course which will enable to the school to complete all the Exams Access Arrangement (E.g. Extra Time, Reader etc.) internally.

An HLTA is partway through a Trauma Training Course and we are looking to use this to identify and work with students on new interventions.

Also a Literacy TA is partway through training for a new Comprehension intervention called Project X Code. This is an area of focus for us, as many students read fluently but do not always understand what they read.