

## SEND Information

The number of students on the SEND register varies over the course of the year as assessments and reviews take place. Currently there are 156 students on the register, this equates to 11% of the school population. Of these, 14 students have an Education Healthcare Plan or Statement and the rest are on SEN Support.

Catering for SEND students starts with transition from primary school. Where possible the SENCO will meet with the appropriate member of staff from the primary school to gather information and begin to plan any specific needs. As a school which values inclusion; our aim is to meet the needs of SEND students through quality first teaching. We believe this is the best way of ensuring that SEND students feel fully included in the school community. There are occasions when the needs are such that additional interventions are required. Some of these interventions are provided by the school and others through external agencies.

To support, complement and enhance the work of class teachers we have 6 full time Teaching Assistants and Literacy and Numeracy Intervention Coordinators. During lesson time the majority of the Teaching Assistant intervention is in-class support. In these circumstances they take the lead from the class teacher. In addition to in-class support the Teaching Assistants carry out a number of interventions before school, during registration, at lunch and after school. In these circumstances the support will be on a one to one or small group basis. The support can be varied, for example, academic intervention, reading catch up and support with organisational skills.

The school recently has an Ofsted inspection. In the report it makes the following comments related to SEND:

‘Additional funding for pupils who have special educational needs and/or disabilities is used effectively. Staff are well informed and trained in teaching and supporting pupils who have special educational needs and/or disabilities. Consequently, these pupils achieve well. Pupils who have special educational needs and/or disabilities have a curriculum designed to meet their specific needs. As a result, every pupil who has special educational needs and/or disabilities is successful in moving to appropriate next stages in education, employment and training. School leaders are required to review regularly their documentation on special educational needs provision. Leaders should ensure that they now maintain vigilance in keeping this up to date.’

‘Pupils who have special educational needs and/or disabilities are effectively supported by school leaders and professionals. Pupils follow a personalised and broad curriculum which is well taught. The progress of pupils who have special educational needs and/or disabilities and is regularly monitored and further support for learning is put in place as required. Because of effective teaching, pupils who have special educational needs and/or disabilities make good progress.’

These comments are overwhelmingly positive. However, we are not a school to rest on our laurels and we believe that the progress and achievement of SEND students can be even better. With this in mind the Governors are committed to appointing an excellent classroom practitioner with a passion for SEND, someone with the energy, drive and enthusiasm to inspire other staff and take the department forward to greater things.

## SEND Results

### KS4 Progress 8 2016

	Cohort	Progress 8	English Element	Mathematics Element	EBacc Element	Open Element
SEN with statement or EHC plan	3	-0.45	-1.06	0.34	0.18	-1.21
SEN Support	23	-0.30	-0.32	-0.72	0.41	-0.72

### KS4 Attainment 8 2016

	Cohort	Attainment 8		English Element		Mathematics Element		EBacc Element		Open Element	
		School	National	School	National	School	National	School	National	School	National
SEN with statement or EHC plan	3	35.00	49.34	6.67	10.41	8.00	9.71	10.67	13.61	9.67	15.61
SEN Support	24	38.50	49.34	8.63	10.41	6.42	9.71	11.71	13.61	11.75	15.61