



**Annual SEND Report to
Governors
2019/2020 Secondary**

This report reflects academic year ending July 2020						
Name of Academy		Iceni Academy – Methwold				
SENCO		Sarah Turner				
Date of Report		30 th August 2020				
SEND Governor		A. Smith				
SEND profile						
Total Number of pupils on SEND register						
SEND Support		Education, Health and Care Plans			% of academy population	
					SEND support	EHCP
82		16			13.55%	2.64%
% 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 60.2%	Girls 39.8%	43.88%				
Identifying pupils with SEND						
<p>Students are identified in primary school and then assessed on entry, or when teachers/parents raise concerns. We use the GL assessment toolkit and Lucid to screen students who have been identified as struggling to access aspects of the curriculum. Information generated is used to inform practice and further exploration of need where appropriate. Information is shared with teachers if SEND K with strategies on how to support them. If we are still concerned a referral to the GP for diagnosis and/or an EHCP application would be made. Outside agencies will be referred to if necessary.</p>						
Progress made by pupils with SEND						
<p>The data set below is for the Year 11 who completed their studies in 2020. There were 7 students with SEND K and 4 with EHCP. However, only one of the students with an EHCP is included within the progress scores in the national data set. Due to Covid-19 pandemic results for 2020 were based on centre assessed grades. The method used to calculate these accurately was by using mock exam and marked work to date Each stage of the process went through a stringent moderation process to ensure grades awarded were appropriate and fair.</p>						
Achievement – Year 11						
	All SEND	Non SEND	SEND support	SEND EHCP	SEND and PP	Non SEND and PP
Cohort size	10	93	7	3	2	18
Progress 8		0.1	-0.13	0.25	-0.61	-0.09
Attainment 8	34.95	45.86	35.57	34.33	26.50	39.78
Progress 8 English element		-0.10	-0.01	0.05	-0.24	-0.34
Progress 8 Maths element		0.36	-0.12	0.21	-0.40	0.14
% Basics Level 4	40%	72%	43%	33%	50%	61%
% Basics level 5	10%	43%	14%	0%	0%	28%

Effectiveness of targeted interventions:

The interventions alongside improved high quality first teaching led to some students feeling more confident in their approach to their exams.

Interventions ranged from faculty led sessions, ‘top and tailing’ lessons with LSA support, small group interventions with a particular focus on Maths and English, and work around resilience and social skills to develop areas which enhance a student’s ability to cope with their academic work and the exam process.

We also provided intervention for students with exam access arrangements so they knew how to use them effectively to maximise the support within exams. This led to most students feeling more confident in the exam and making the best use of their time. The summer series of exams were not taken due to Covid-19 for this cohort and the performance in their mocks was crucial when generating the centre-assessed grades. As a result, the confidence gained from this intervention would have contributed to their confidence in the mocks.

During the autumn term the team from MAP came in over a six week period to deliver a mental health programme to selected students across all year groups. These were students identified as suffering from poor SEMH but the programme did not have the desired impact due to a lack of engagement from some Year 11 students. However, for others it provided them with strategies they were able to apply successfully to a range of experiences. We were also very lucky that the team were able to return to deliver an exam stress session. 35 students identified by teachers and Heads of Years took part in this.

During the Covid-19 lockdown we were able to continue to support SEND students. Through a rigorous risk assessment process we were able to identify students who would attend school and those who we were able to support through regular safe and well calls and remote learning. The risks were assessed regularly and a number of our SEND students attended school as a result. We were able to provide some one-to-one socially distanced interventions during this time. For those deemed safer at home were provided additional support to ensure they were able to access the work set. This process enabled us to develop stronger relationships with our families.

Wider Outcomes effectiveness for this cohort

We also worked closely with the Careers Officer to ensure effective CEIAG advice was given and focusing the students on ensuring they achieved the grades they needed to progress at post-16. Our SEND students are seen first to ensure they have the appropriate information and effective transition preparation.

Attendance and exclusions

Overall attendance %	% of pupils PA	% and number of SEND pupils FTE or PEx

SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
K – 90.10 E- 88.64	93.9%	24.75%	75.25%	24 (35.82% of FtE/PEX)	43 (64.18% of FtE/PEX)
<p>Ongoing professional development on SEND for staff in the last 12 months</p> <p>Invigilator training for LS's to provide access arrangements within the JCQ guidelines.</p> <p>Diabetes training.</p> <p>Ongoing support based around teaching and learning to ensure High Quality First Teaching was improved and to ensure that all students are fully catered for within their lessons. This needs further development as this was not evident in all lessons across the academy during our Ofsted inspection. It is one of our AFIs and forms an action for the EIP.</p> <p>Staff received regular student specific information and updates on their needs. The One Page Profiles were also introduced for all students with an EHCP or high level of need – this enabled the student's voice to be heard about their strengths, weaknesses and how staff can help them. In 2020-21 these will be further developed to include half termly targets related to their EHCP outcomes.</p> <p>HLTA and the SENCO attended a course delivered by East Coast for SLCN KS3/4</p> <p>After March 2020 were unable to implement the SEND weekly briefing as planned because schools were closed due to Covid-19 and the focus shifted to ensuring staff had adequate time for remote learning tasks, contacting home and marking and feedback.</p> <p>A positive outcome from the period of school closure was that LSAs received CPD on making Safe and Wells calls, being able to act on or seek advice based on information gathered during the calls, use CPOMS more effectively and develop strong relationships with our SEND, some vulnerable and LAC students. They also gained a better understanding of data within Go4Schools when they took on a PL POD.</p> <p>LS's benefited from completing various courses as part of the ATT Institute during the period of school closure. Some also undertook courses around mental health as part of the Open University because poor mental health can be co-occurring for students with SEND.</p> <p>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 academy and the impact they have.</p> <p>We found it very difficult to gain access to an Educational Psychologist to assess some of our students; however, we managed to get one of our Year 11 SEND K students assessed, just before lockdown.</p>					

This has led to us now having a contract for further Educational Psychologist assessments, and work with a Specialist Teacher being in place for 2020-21.

Emma Owner (Principal and SENCO at the Hockwold Site) was fortunate to be involved in a Pilot SEND Core Consultation. This proved invaluable in being able to gain a better insight into supporting some of our more challenging students in regards to their SEND. This also provided access to other agencies we could contact for advice.

As SENCO, I was also part of the SEND SDG which was valuable in being able to share good practice and strategies with each other.

Access Arrangements Assessments – to enable students to be able to access their exams in full.

Careers advisor – seen before non-send students to allow time for planning for post-16 provision.

COWA and WSC – transition. Providing SENCO support in preparation for the move to college and also attending their EHCP annual reviews to offer advice and guidance.

Where appropriate, contact with Thurlow house for those under CAMHS for advice and guidance. The same applies for Early Help/Family Focus and prospects – all of whom we have worked closely with or sought advice to support our students with SEND.

Outline of objectives for 2020-21

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

1. PD for teaching staff on how to cater for specific students and specific SEND.
2. Development of schemes of learning and adaptation to the curriculum to ensure we meet the needs of all pupils with SEND.
3. Monitoring of SEND provision through focused learning walks.
4. Continued attendance at the SEND SD's and the Norfolk Core Consultation delivered through Norfolk County Council with Emma Owner.
5. Training on differentiation, a streamlined intervention map and Planning for Progress sheets used effectively as working documents.
6. A clear focus on the attendance of SEND – the poor attendance of some masks the improvements of others due to the size of the cohort.
7. Ongoing behaviour support to reduce the number of repeat incidents of fixed term exclusions for some individual students.

Other interventions

1. Increase the range of interventions in place to increase attainment.
2. Support those with poor mental health in order to provide coping strategies and develop resilience.
3. Further develop exam support, including how to maximise their exam access arrangements, for example, how best to use extra time for the next cohort.
4. Introduce Science at KS4 interventions.
5. Hold after school English and Maths interventions for LAC, some of whom are also SEND.
6. Introduce Working memory interventions, with a focus on students with dyslexia or dyslexic tendencies
7. Work with the students in KS3 to narrow the gaps in knowledge in preparation for KS4.

Some of the above were planned for 2019-20, however, progress was hindered due to school closure as a result of Covid-19.

Linked documents	Link on website
Local Offer (Local Authority)	https://www.norfolk.gov.uk/children-and-families/send-local-offer
Academy Information Report/Academy's Offer	https://icenimethwold.atrust.org.uk/wp-content/uploads/sites/9/2020/10/SEND-Report-2020-21-Academy-offer.pdf
Needs Analysis	Appendix A to this report

Appendix A

Academy Needs Analysis:				
Type of Need		No. of Pupils	% of SEND pupils	% of all pupils
Communication and Interaction	Speech, Language and Communication Needs (SLCN)	3	2.50	.49
	Autistic Spectrum Disorders (ASD)	17	14.17	2.78
Cognition and Learning	Moderate Learning Difficulty (MLD)	22	18.33	3.60
	Severe Learning Difficulty (SLD)	1	.83	.16
	Profound and Multiple Learning Difficulty (PMLD)	0	0	
	Specific Learning Difficulty (SpLD)	9	7.50	1.47
Social, Emotional and Mental Health (SEMH)		14	11.67	2.29
Sensory and/or Physical Needs	Visual Impairment (VI)	0	0	
	Hearing Impairment (HI)	1	.83	.16
	Multi-Sensory Impairments (MSI)	1	.83	.16
	Physical Disability (PD)	6	5.00	.98
	Other	46	38.33	7.53