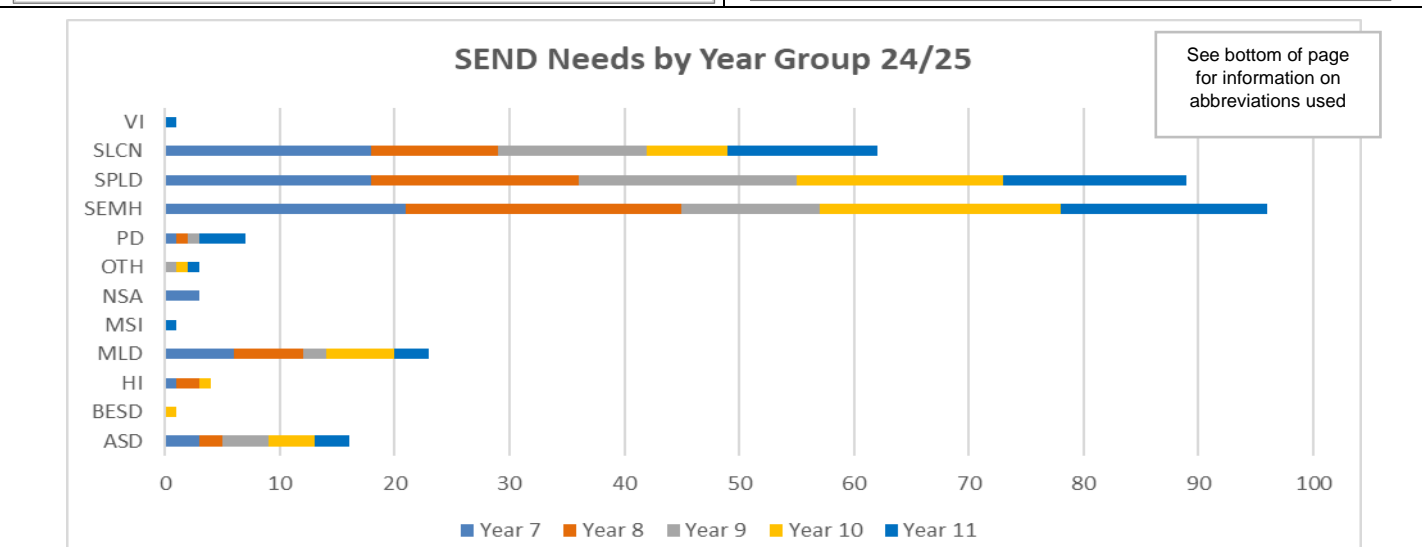
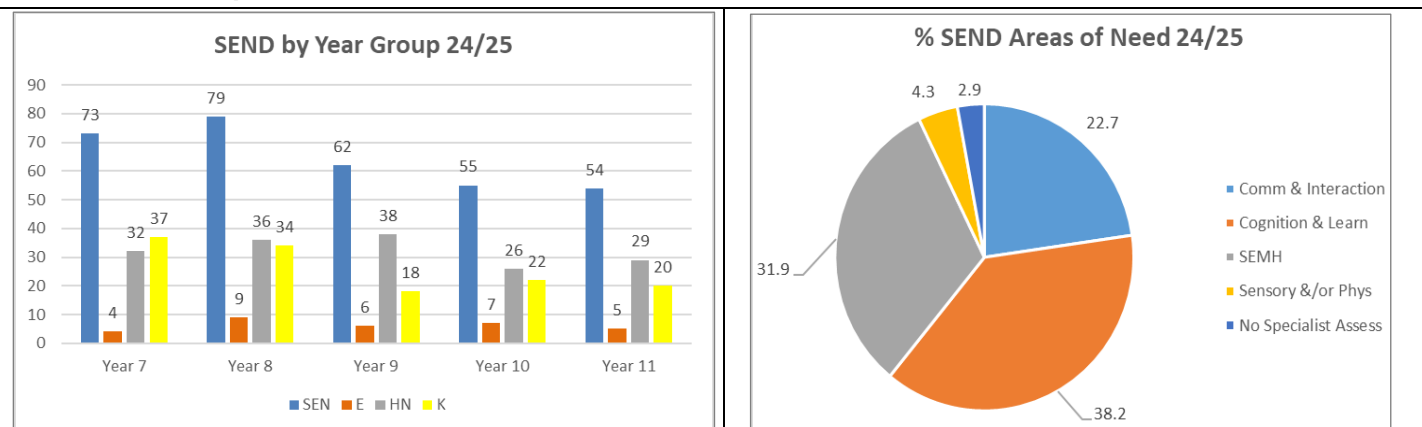


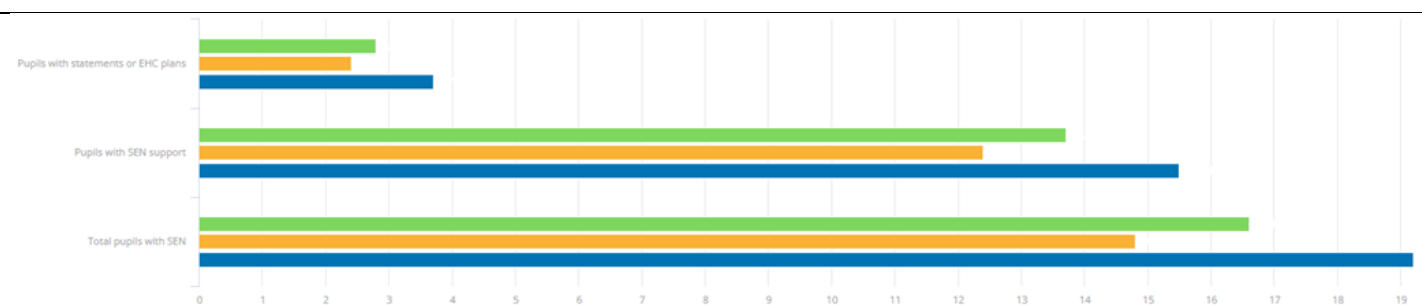
Annual SEND Report for Governors

School:	Court Fields School	Date of report:	14/11/24
SENCO:	Vicki McCarthy	SEN Governor:	Emily Walters

1. Current SEND profile



School summary	Year 7		Year 8		Year 9		Year 10		Year 11		Total	
5.11.24*	On Roll: 175		On Roll: 198		On Roll: 158		On Roll: 153		On Roll: 153		On Roll: 837	
*inc 10	On Roll: 175		On Roll: 198		On Roll: 158		On Roll: 153		On Roll: 153		On Roll: 837	
Selworthy	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Non-SEN	102	58.30%	119	60.10%	96	60.80%	98	64.10%	99	64.70%	514	61.40%
SEN	73	41.70%	79	39.90%	62	39.20%	55	35.90%	54	35.30%	323	38.60%
E	4	2.30%	9	4.50%	6	3.80%	7	4.60%	5	3.30%	31	3.70%
HN	32	18.30%	36	18.20%	38	24.10%	26	17.00%	29	19.00%	161	19.20%
K	37	21.10%	34	17.20%	18	11.40%	22	14.40%	20	13.10%	131	15.70%



Key: Somerset Average, National Average, School Average

Abbreviations Used: ASD: Autistic Spectrum Disorder, HI: hearing impairment, MLD: moderate learning difficulty, MSI: Multi-Sensory Impairment, NSA: No Specialist Assessment, OTH: other, PD: physical disability, SEMH: social, emotional and mental health, SLCN: speech, language and communication need, SPLD: specific learning difficulty, VI: visual impairment.

2. Overview:

Education Health & Care Plans (EHCP)

The number of students with the most complex needs has decreased, with **31 students** currently in receipt of an EHCP and **2 in draft**. This represents **3.7%** of the student population, down from **4.4%** last year, and is above both the Somerset and national averages. This is due to more effective placement of a number of high need students in specialist provision in the Year 7 2024 cohort. However, we are planning for an increase in EHCP numbers in the Year 7 2025 cohort in line with local need and direction of travel from LA/Government policy.

SEN Support (K)

The number of students receiving SEN Support has risen to **131 (15.7%)**, above the national average at 13%, up from **13.9%** in 2023-24. The primary need within SEN Support is Cognition & Learning, though there has been a notable increase in Speech, Language & Communication/Autism needs.

Highlighted Needs

The number of students requiring monitoring has decreased to **161 (19.2%)**, down from **181 (22.5%)** in 2022-23. This decrease reflects a change to students with Access Arrangements only being recorded as HN if they have 2 or more, more effective identification at SEN Support, embedding the Somerset Graduated Response and ongoing liaison with Primary schools to rationalise and moderate SEN Registers.

Attendance

Autumn Term 1 24/25 data shows CFS SEN students with the 2nd highest attendance (88.3%) and 2nd lowest Persistent Absence (30.3%) across secondary schools in the Trust. This shows an improving trend from 22/23 (82.6%) and 23/24 (84.9%) where we were also the 2nd highest in the Trust.

Selworthy Provision (Cove)

There are **10 students** accessing mainstream lessons through the Selworthy Provision, participating in approximately **70%** of Court Fields School (CFS) lessons. These students are not on the CFS roll but are included in the data due to their use of the provision.

Complex Needs

Three KS4 students with significant SEMH needs are on full-time bespoke curriculums outside of CFS (TDPC), 1 student in Year 11 on a bespoke alternative pathway, 2 in Year 9 and 1 in Year 8 awaiting placement at specialist provision and 1 Year 8 student awaiting placement at the Cove. We have several students with complex needs in transition from other schools following placement or PEX. 2 students have EHCPs in draft, both would be under consultation for placement with us, but with appropriate adaptations.

Primary Needs

Cognition & Learning has taken over marginally from SEMH as the primary need for students with SEN, accounting for **38.2%** of cases, and this has a correlation to our reading strategy in that the more effective identification of literacy needs and this revealing the root of needs masked by SEMH manifestation. SEMH needs remain high at **31.9%**. This differs from national data, where Autism is the most common primary need. However, there has been an increase in the identification of Autism and Language & Communication needs at CFS, reflecting a national trend and aligning with the introduction of the Somerset ASD and ADHD Pathways.

3. KS4 Outcomes Commentary:

- In 2023/24 CFS students with SEN achieved the best progress (P8) in the Trust, with a P8 of -0.2, compared to the Trust average of -0.95. For Basics (4+ E/M) CFS was 2nd only to Uffculme with 30% of SEN students achieving this measure, against a Trust average of 25%, and at 5+ CFS 17% of SEN students gaining this measure, again 2nd to Uffculme, against the Trust average of 11.7%.
- Students with complex needs (EHCP) continue to have bespoke timetables built around the statutory Section F within their EHCP to promote maximum academic progress, preparation for independent living and personal development. This can include Alternative Provision (on and off site) as appropriate and in line with the graduated response to increasing need.
- Transition programmes have been successful at Year 11 SEND Annual Reviews with College representation (mindful of Baker Clause).
- Use of Read Write Inc Pad was introduced (Trust decision to change from Read Write Gold) as a new GCSE exam reader programme in Summer 2024 Exams. This has impacted in an increase in SEN students utilising their Access Arrangements compared to a physical reader, and in increase in the use of allocated extra time.
- One Pupil (GR) with very high/complex needs with an EHCP left us and has successfully gained an Apprenticeship through employment at CFS in our own Canteen kitchen. When he joined CFS he could not read, and he achieved 8 GCSEs despite being removed from mainstream lessons in Year 7 in core subjects (prior to).
- EHCP stand-out outcomes of Positive Progress 8 scores were SP, +2.77, GR =+0.61, TW +0.47, TH +0.21
- SEN Support pupils stand-out outcomes were MA +1.85, CH +1.05, JG +0.95, CS +0.54, TB +0.24
- Highlighted Needs stand-out outcomes were AF +1.4, HH +1.23, IV +1.16, BH +1.14

- Our Lead TA linked to Year 11 (following the impact and success since 2021-22) worked with this cohort in lessons and led wave 2 interventions. This again led to a development of relationships with students and families, increasing belonging, participation and achievement seen through results and post-16 next steps. Data evidence the ongoing impact of the Lead TA in this role with narrowing the gap with non-SEND CYP. Data evidenced the impact of the Lead TA, with GCSE results as well as improved attitude to learning, improved attendance, reduced sanctions as well as reducing suspensions.
- EHCP – again this cohort of students is very difficult to compare statistically year-on-year, due to the small number of students, and their very specific complex needs. Students have all either continued with their education or are in employment (0 NEET student). student left with 8 GCSEs including core subjects; if he had remained in ‘Nurture’ he would have not been able to access GCSEs, let alone in core subjects.
- SEN Support – data continues to demonstrate a 4-year improving trend (minus 2020 and 2021), demonstrating that the support that is in place for students in facilitating them increasing knowledge and ability to be successful. This cohort achieving progress levels above the whole school.
- Highlighted Needs – again an improving picture for this group of students, again achieving above the whole school P8. Demonstrating the impact of interventions and high-quality teaching to support progress.
- Analysis of students with attendance greater than 90% shows that for SEN, as for whole school, CFS is achieving significant success for those students who are in school. Attendance continues to be a key focus for the school and BEP.

	% Eng/Maths Threshold 4+/5+	P8	A8		% Eng/Maths Threshold 4+/5+	P8	A8
2019 Results				2023 Results (2023 estimates)			
Whole School	58/33	-0.4	43	Whole School (157)	64/41	-0.33	43.2
EHCP (2)	0/0	-2.8	9	EHCP (3)	33/33	0.22	33
SEN SUPPORT (20)	25/5	-0.2	30.9	SEN SUPPORT (12)	17/0	-0.89	23.1
HIGHLIGHTED NEEDS (15)	40/13	-0.6	38	HIGHLIGHTED NEEDS (44)	51/27	-0.96	35.7
2020 (CAGs)				2024 Results (Toolkit)			
Whole School	60/38	-0.1	44.6	Whole School (141)	51/30	-0.32	40
EHCP (2)	0/0	-1.9	0	EHCP (8)	13/13	-0.47	21.3
SEN SUPPORT (20)	20/20	-1	27.3	SEN SUPPORT (14)	43/21	-0.1	33.3
HIGHLIGHTED NEEDS (14)	43/14	-0.1	38	HIGHLIGHTED NEEDS (25)	20/16	-0.97	31.1
2021 (TAGs)				2024 Results (>80% Attendance)			
Whole School	66/44	-0.1	46.5	Whole School (127)	56/32	-0.21	41.8
EHCP (3)	0/0	-1.9	8.17	EHCP (7)	14/14	-0.28	24.3
SEN SUPPORT (9)	56/11	0.36	37.3	SEN SUPPORT (13)	46/23	0.01	35.9
HIGHLIGHTED NEEDS (23)	43/26	-0.4	36.7	HIGHLIGHTED NEEDS (19)	26/21	-0.64	34.4
2022 Results				2024 Results (>90% Attendance)			
Whole School	59/41	-0.2	45.4	Whole School (101)	62/39	-0.02	44.2
EHCP (8)	25/13	-0.5	22.1	EHCP (4)	25/25	0.75	28
SEN SUPPORT (10)	20/10	-0.1	33.4	SEN SUPPORT (12)	50/25	0.05	36.8
HIGHLIGHTED NEEDS (27)	37/26	-0.2	41.6	HIGHLIGHTED NEEDS (14)	36/29	-0.46	37.9

Leavers 2025

- Year 11 Lead TA to continue with bespoke intervention, further developing relationships from Y10 Summer Term. This includes tutor group interventions, 1:1 targeted academic mentoring, revision, advice, guidance and support. Impact already has been seen with our most complex students’ attitude to learning, behaviour and attendance.
- Morning intervention continues with Year 11 from Term 1, along with study group and the successful Key Adult programme.
- Annual SEND Reviews to continue successful model introduced in 2021/22 to include Careers Advisor and college representative with Lead TA and SENCO to support transition to post-16

4. Overall quality of provision for pupils with SEND

[CFS Ofsted Report March 2023.PDF](#)
[CFS Dis Report 2024](#)
[LA MAP Meeting Record 2024](#)
[NASEN SEND Evaluation End 23-24](#)
[CFS SEND Review 2024](#)

5. Achievement of pupils with SEND

[CFS SEF 24-25](#)
[CFS SIP 24-25](#)
[CFS SEN Action Plan 24-25](#)

6. SEN Policy

[BEP SEND Policy](#)

7. SEN Information Report

[SEND Information Report 24-25](#)

8. Accessibility Plan

[Accessibility Plan](#)

9. Other

[CFS Provision Map 24-25](#)

10. Statutory Assessments

2023/24	Requests to Assess Submitted	EHCPs Agreed	2023/24 Access Arrangements Agreed
Year 7	1	1	Assessments/screening ongoing and arrangements in place for familiarity and ‘Normal Way of Working’ as appropriate
Year 8	0	0	
Year 9	1	1	Current Year 10 (as of 14/11/24), Extra time – 51, Reader - 29 Scribe – 4, Laptop - 6
Year 10	0	0	Current Year 11 (as of 14/11/24) Extra time – 67, Reader - 23 Scribe – 4, Laptop - 14
Year 11	0	0	2023-24 cohort Extra time – 43, Reader - 30 Scribe – 2, Laptop - 6

11. Consultations

In 2023-24 we completed 34 consultations. We were named on 14 EHCP's, 8 new students and 6 current Year 11's until July 2024. 8 of the students that we were named for, we challenged placement and were successful in supporting a Specialist Setting following further challenge/evidence. Therefore 3 students have had Specialist Settings named. This year we have received 7 Consults to date, and we have been named for 2, one we are challenging with WPS due to history of not accessing mainstream education for 3 years at Primary. We are currently seeking amendments and change of placement for 3 students due to not being the most appropriate provision for their needs and evidencing that we have exhausted our graduated response, 2 with SEMH Primary Need and 1 with ASD.

One of the significant developments in the SEN Team is the use by the SENCO of Artificial Intelligence (AI) through Microsoft's CoPilot software to improve the efficiency around statutory processes including consultation responses, EHCP assessment processes and EHCP reviews. This has been acknowledged as leading work in the Trust and CFS have implemented CPD for the Trust SENCOs in this area.

12. Interventions (See SEND Information Report - Section 7 above)

- This has been a key area to develop over 2022-25 and will be developing further through this year in line with the SEN Action Plan.
- All SEN Wave 2&3 interventions are logged on ProvisionMap from Sept 2023. Data is tracked using a range of metrics including progress, ATL, attendance and behaviour (see below).
- Interventions are listed on our school Provision Map and include handwriting, numeracy, reading, Thrive/nurture breakfast, Talkabout, ELSA, as well as Read Write Inc, Read Write Inc and Academic Mentoring for Year 11 SEN students. As part of the Trust SEN Strategy all Learning Support staff have been trained in to be a SALT lead and run SALT interventions. She has two year 7 groups and two year 8 groups and a Year 11 1:1
- SEMH Support, we have employed a new Lead TA and SEMH/Outdoor Learning Lead as well as one day a week AP on site through Spoke UP and she has introduced AQA Unit Awards.
- Intervention Focus – Spoke Up:

Trialled last Summer Term and initiated this year as a regular intervention, Spoke Up uses bike maintenance as a vehicle to give students a safe space to voice their thoughts, share experiences, and explore their ideas without fear of judgment. This openness helps them recognise their value and feel heard, building confidence in their unique perspectives. The platform's focus on personal expression encourages students to articulate their thoughts clearly, which translates into stronger self-confidence and improved communication skills. By regularly receiving constructive feedback and positive reinforcement, students start to see their own growth and potential. The collaborative nature of Spoke Up also fosters a sense of community, where students support one another, boosting their self-esteem as they realise they're part of something bigger and valued for who they are. As reflected in the data, we've seen significant improvements in student engagement and self-esteem, with many students initially starting in the "red zone" but progressing to the "green zone" by the end of the six-week period. This transition highlights the positive impact of Spoke Up on their growth. For those who started in the red zone, Spoke Up provided structured support and an encouraging community, allowing them to gradually build confidence and actively participate. The journey from red to green is a testament to how consistent, positive interaction and constructive feedback can lead to real progress in self-esteem and engagement. Students are now more open and motivated, feeling a true sense of accomplishment and belonging. This data shows that Spoke Up's approach is not only engaging but transformative, giving students the tools they need to succeed both personally and academically.

SAM SLOCOMBE				
SEMH Checklist RAG	Start of programme	Mid-point review	End of programme (6 weeks)	SpokeUP student evaluation
Ability to plan, attend, organise, regulate themselves and manage change.	Green	Green	Green	Sam's confidence in his mechanical ability has developed greatly throughout the programme, as has his confidence in engaging with others, particularly when TL started part way through. He is very keen to learn, listens intently and is always happy to ask for help and assistance when something is challenging. He talks openly about his time in school with positivity.
Level of hyper vigilance and their disproportionate 'fight, flight, freeze' response.	Green	Green	Green	
Attendance at school (SpokeUP programme)	Green	Green	Green	
Maintaining healthy peer relationships and friendships within the sessions.	Green	Green	Green	
Engagement with the curriculum (SpokeUP programme).	Green	Green	Green	
Changes in demeanour and/or appearance.	Green	Green	Green	
Unpredictability of behaviour with lack of obvious triggers.	Green	Green	Green	
Low confidence and/or self-esteem.	Red	Green	Green	
Failure to make anticipated progress across many areas of the curriculum (SpokeUP programme).	Red	Green	Green	

- Since introducing the AQA Unit Awards, we've had 22 students enthusiastically engage with the award scheme, each earning certificates across various subjects, including PSHE, cooking, and forest school. This program has offered our students accessible, real-world learning experiences that build both their skills and confidence. Through PSHE, students have developed essential life skills and self-awareness; in cooking, they've learned practical techniques, independence, and nutrition; and through forest school, they've gained hands-on experience with nature, teamwork, and problem-solving. Each certificate awarded marks a tangible achievement, reinforcing their sense of accomplishment and motivating them to set and reach new goals. The success of the AQA Unit Awards has been evident not only in the certificates but also in the students' increased engagement and enthusiasm for learning. This program has empowered them to explore new interests, gain valuable skills, and receive recognition for their hard work.
- We have just introduced a Wave 2 Intervention for overlearning PSHE to start in Term 2 to support highest need to ensure they fully understand the key knowledge in identified areas of PSHE such as consent, having healthy relationships and coping mechanisms for mental health.

12. SEND budget and spending

2021/22	£154,996	2023/24	£211,724 (from HNTU statement April 2024)
2022/23	£146,014	2024/25	£193,321 (from HNTU statement July 2024)

13. Staffing for SEND

	Weekly hours		No. of Perm/FTC Staff	
	Perm	FTC	Perm	FTC
TA/ELSA	17.5	332	1	13
HLTA	174.5	0	5	0
Admin	25	0	1	0
SENCO	32.43	0	1	0
TEACHER/READING LEAD	69.43	0	2	0
SEN FACILITATOR	37	0	1	0

14. CPD for SEND (All staff including Teachers and TAs)

Adaptive Teaching

Thom Hold confirmed as having gained National Award for SEN Coordination.

The adaptive teaching working party at Court Fields School, involving about 10 staff members, led an initiative that culminated in a successful INSET day in June. Initially, the team met to set focus areas: in-class micro adaptations, making resources more accessible, supporting weak readers, and stretching high-achieving pupils (HAPS). Staff researched relevant theories, developed and tested strategies, and shared feedback within the group. This process concluded with workshops during the INSET day, where best practices were presented to all staff, focusing on high-impact, low-workload methods. Positive outcomes included the first use of the ADAPT model alongside the RAISE program, which received encouraging feedback.

Revisiting of Emotion Coaching, Trauma Informed approaches. SEND Handbook, NASEN handbook training. Faculty use of SEND adaptive planning guidance to identify faculty wide and individual strategies for HQT. Supporting early readers training. All staff Hearing Impairment training. Weekly 'quick wins' for adaptive teaching in bulletin. Key student support and strategies. Trust training for Early Readers.

SEN CPD 2023-24 (inclusive of Term 1 2024)

Whole Staff Graduated Response training for all staff Term 1 2024

INSET whole staff sessions - Responding to Greater Need and SEN Updates September 2024 SEND handbook, using passports, EHCPs, provision map training.

SENCO & SEN Team External Courses

SENCO completed 2 Day Advanced Child Protection Online as well as Headteacher PLM, Assistant Head DW & Attendance Manager KC

SENCO attended Thrive courses and updates to restate licence to be a Thrive Practitioner and attended 2 courses; The Impact of Play on Learning & Supporting Staff Wellbeing

SENCO completing Level 2 Counselling Course. Using Counselling Skills

SENCO attended Conference for SENCO's in Birmingham with Trust SENCO's

SENCO and Lead TA for Communication & Interactions attended all Neurodevelopment Pathway Updates

ADHD training for all staff including support for executive function and neuroaffirmative environments

AL 3 ELSA staff attended regular ELSA supervision. Further TA booked to complete ELSA.

HLTA attended Lego Therapy

SEMH/Outdoor Learning Lead completed Forest School Training

Emotional School based avoidance attended by a SEN Facilitator

HLTA Communication & Interaction – ELKAN Training (Nov 2024- Feb 2025)

HLTA Leading SALT has regular meetings with Trust SALT Lead

October Inset for TA's on ADHD, ASD, Phonics

SEN Team regular CPD every Thursday Morning, these included:

Summer Term 2024 – Updates in line management and introduction of Trios (Distributed Leadership), Autism overview and strategies, 17, Comprehension Vipers, ADHD, Nasen Unit 15: Memory for Learning, Nasen Unit 17: Maths

Autumn Term 2024 - Executive Functioning revisited Nasen Unit 14 and games/activities, self harm, outdoor learning, Teaching and Learning, Step lap and Walkthrus as well as key children discussions.

A number of the SEN Team participated in the Trust SEND Champions Networking and discussions in 2023-24 led by Trust SEN Lead BW

15. Pupil Voice (from SEN Annual Review Surveys) 79 online responses

What's Going Well	Even Better If
<ul style="list-style-type: none">- Relationships with peers 61- Relationships with staff 44- Subjects 35- Support in class 28	<ul style="list-style-type: none">- Homework (joint top response) 41- Cover/supply teachers/changes to routines (joint to response) 41- Exams/stress around assessments 37- Subjects 35

16. Parent/carer Voice (from SEN Annual Review Surveys) 79 online responses

What's Going Well	Even Better If
<ul style="list-style-type: none">- Relationships with peers 51- Relationships with staff 41- Current timetable 36- Structure and routine 36	<ul style="list-style-type: none">- Homework 30- Changes to routine including cover/supply 29- Other 23 (demands, struggles with change)- Progress in subjects 21

17. External agencies

We have a new School Chaplain who works on a 6-week programme with SEND students exploring the anger and anxiety gremlin. As impact we have seen a reduction in behaviour incidents in all. Anna Hartnell, Pastoral Support Worker based in the hub has gained resources from school nurses and is developing Managing Anxiety workshops. School Nurses continue to no longer provide an in-school service as before. All access to the nursing team is via Chat Health and has to be self-referrals.

Children's Social Care

CSC are supporting 1 SEND Year 8 (Cognition and Learning) student at Level 4 child Protection. This is a complex case as the young person is about to transition into Care and CSC are seeking a residential placement. This will trigger a PEP process and EP involvement as we may request for assessment for an EHCP. 2 further Highlighted Needs (SEMH) students Year 8 and 9 have recently moved to level four pending a social care assessment.

Two EHCP students (SEMH Primary Need) are CLA (Child Looked After) One Year 7 has transitioned well and currently living with grandparents. The year 9 student is on an alternative package of full-time support including home tutor and a current review of placement is being consulted on with specialist provider. Another Year 9 CLA student has had a request to assess for an EHCP and this is in the process with the LA.

One PLAC (Post Looked After Child) is being supported by the Kinship Team and a recent EHCP has been accepted. As a school there is a programme of support in line with section F to support this child,

One SEND student is currently going through a CSC Assessment and temporary living with Nan.

Family Intervention Service (FIS) - Level 3 Service

FIS are working with 7 families (9 students). 6 students are on the SEND register as SEND support, 1 has an EHCP. 2 are not SEND. Students and meeting with the workers each half term and 6 weekly TAF (Team Around the Family) meetings are held with professional's families and students. The work is varied to meet the needs of the family.

Parent & Family Support Advisor (PFSA)

Our PFSAs are working with 3 families and in the early stages of work, one student is on SEND Support for SEMH and the 2 twos are not SEN Support. This work is focusing on relationships within the home and EBSA (Emotional School Based Avoidance). As an area we had 1 PFSA working across all primaries and Court Fields since March 2023, this has resulted in an increase in wait times for allocation.

Child & Adolescent Mental Health Services (CAMHS)

CAMHS are working with 3 of our students none of these students are SEND. They currently sit with monitoring with our safeguarding team.

Alternative Provision

3 student is accessing partnership work with TDPC, who SEND Support for SEMH. For two of the students, we have seen an increase in attendance and progress is improving. The other student is being supported by FIS and additional services.

1 Year 9 EHCP students accessing bespoke curriculum through a costed plan agreed by the local authority. This includes K9, Quantock, Home Tutor and TDPC. He currently is under review for change of placement to specialist.

2 Year 8 EHCP students access Project One weekly to support communication needs and emotional resilience.

1 Year 8 EHCP and 1 Year 10 HN student accesses Reach 1:1 weekly support for emotional regulation.

1 Year 9 SEND student is currently accessing Apricot Learning due to EBSA. A Request to Assess for an EHCP has gone to the LA by CSC.

Regular visits to provisions take place by SENCO, DDSL and TAs. Weekly reports are given to SEND team to track progress.

Additional AP programmes and on-site provision includes:

- BTC College Links (Wednesday Afternoons) 8 Students, 2 with EHCP and 6 SEND Support
- BTC College Links Cannington (Friday All Day) 8 Students, 4 EHCP and 4 SEND Support
- Spoke Up – 6 x weekly 1 session for up to 10 students all HN/SEND/EHCP students
- On Site Outdoor Education – This can be short term intervention or long term in line with Section F of an EHCP

Referrals have been made in the past 12 months to the following agencies for support with assessments or planning:

- Occupational Therapy
- Autism & Communication Team
- EAL Advisor
- ESS

Anna Winch, EP in place supporting through CPD for the TA team as well as graduated response for students, applications for EHCPs, advice and guidance. Advice and guidance from NASEN team. SENCO coaching from external coaching consultant. Trust SENCO Team comprising of 5 primary and 5 secondary school developed since merging trusts SENCO attends local SENCO meetings with schools in the Wellington Cluster.

18. Complaints relating to SEND

One complaint in 2023-24, where the parents were challenging the appropriate adjustments for their child. PLM managed this complaint and met with parents to resolve at Stage 1.

19. The Cove

The Cove satellite provision at Court Fields School offers specialist support for students with EHCPs within the Wellington community, helping them access mainstream education where possible and engage in the school's extracurricular opportunities. Each student follows a personalised timetable tailored to their needs. Currently, nine students, who are on roll at Selworthy School, access varying levels of on-site provision at Court Fields, with one student only attending The Cove. The team includes six teaching assistants and two full-time teachers, all employed by Selworthy, with Thom Hold serving as the curriculum link teacher at Court Fields.

Key strengths of The Cove include strong attendance, improvements in student outcomes, increased inclusion, and the development of teacher knowledge at Court Fields in supporting students with complex SEN. Notably, the provision has helped ensure that students are no longer at risk of permanent exclusion. The partnership between Court Fields and Selworthy has been strengthening, contributing to the success of the provision. The new building, previously a Youth Centre, has made a significant positive impact. Areas for development include improving how the quality of provision is tracked and triangulated at both Court Fields School and The Cove.

20. Are there any concerns regarding provision for pupils with SEND?

- Ongoing and increasing concerns regarding Local Authority SEN provision especially in terms of the new restructure to reduce spending. LA close to bankruptcy.
- Lack of Specialist Provision for ASD and SEMH in the LA. Increased cohort in Year 6 with significant ASD & SEMH needs.
- Continuing, lack of effective AP (Alternative Provision)
- Ongoing, minimal other professionals completing the Neurodevelopmental Pathway Referrals
- Continuing increased amount of SEN Need or identified additional needs and perceived need from parents.
- Increased numbers of children who cannot read and reading significantly below ARE, (many reading at Age 6-7)
- Continued lack of effective support and process in Primary Schools, not supporting them to be Secondary ready due to vast amount of time CYP spend out of class. Changes at LB made their cohort particularly challenging.
- Ongoing impact from COVID seen within all year groups and other environmental factors impacting CYP
- Potential impact of additional admissions with SEND on current cohort.
- Embedding the work with the Selworthy Satellite Provision. Changes in their leadership and staffing
- Recruitment of TAs
- Students in Primary increasing spending too much time out of class and come to CFS not able to maintain a whole day is class, and some the resilience to be able to cope with an hour lesson.