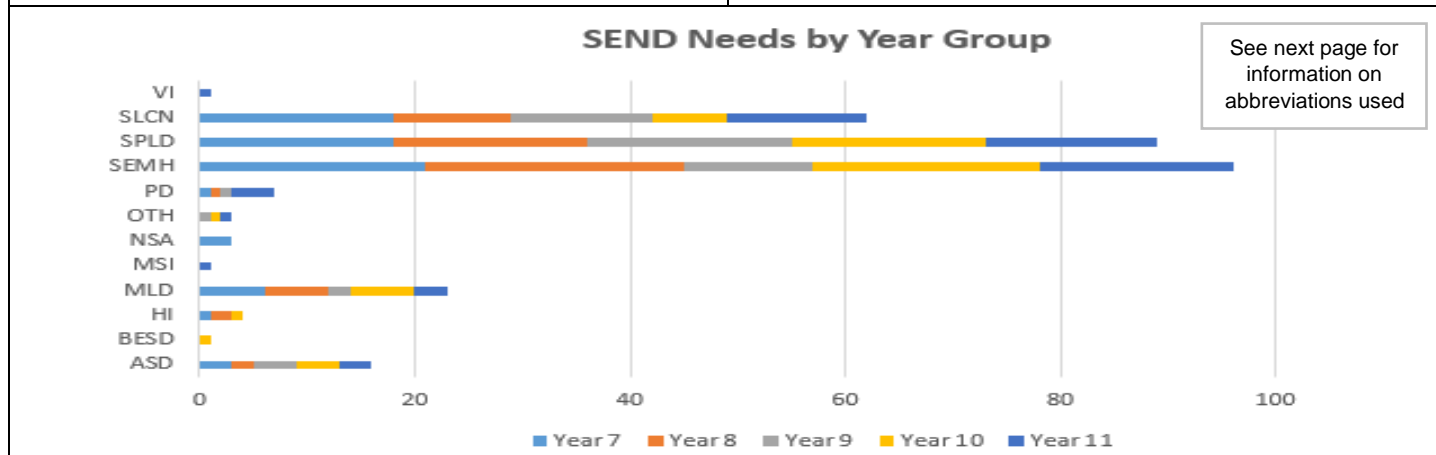
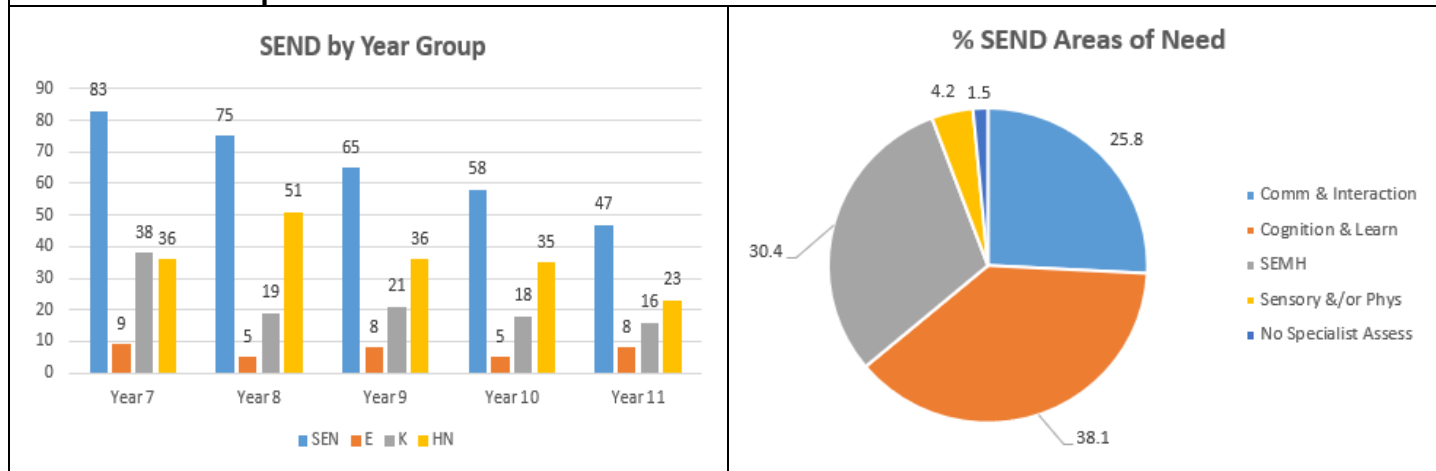


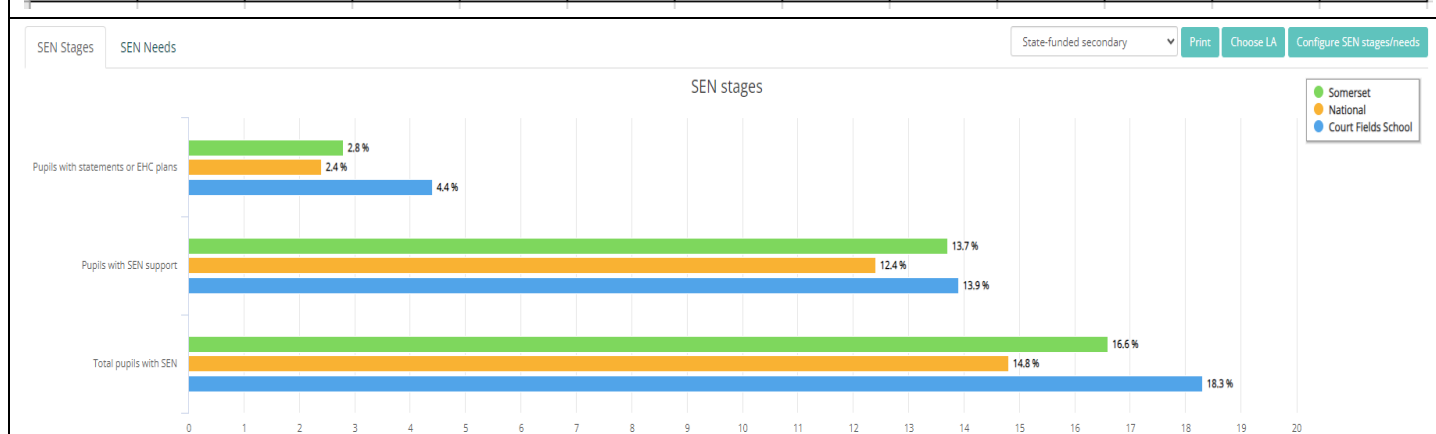
Annual SEND Report for Governors

School:	Court Fields School	Date of report:	19/11/23
SENCO:	Vicki McCarthy	SEN Governor:	Richard Healey

1. Current SEND profile



School	Year 7		Year 8		Year 9		Year 10		Year 11		Total	
Summary	On Roll: 195		On Roll: 164		On Roll: 150		On Roll: 155		On Roll: 139		On Roll: 803	
(18.10.23)	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Non-SEN	112	57.40%	89	54.30%	85	56.70%	97	62.60%	92	66.20%	475	59.20%
SEN	83	42.60%	75	45.70%	65	43.30%	58	37.40%	47	33.80%	328	40.80%
E	9	4.60%	5	3.00%	8	5.30%	5	3.20%	8	5.80%	35	4.40%
HN	36	18.50%	51	31.10%	36	24.00%	35	22.60%	23	16.50%	181	22.50%
K	38	19.50%	19	11.60%	21	14.00%	18	11.60%	16	11.50%	112	13.90%



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)

- Figures demonstrate an increase in the number of CYP whom are identified with the most complex of needs, with 35 students in receipt of an EHCP with 2 in draft. This is above the National Average for Somerset and Nationally. This figure (4.4%) is a rise from last year of 26 CYP (3.5%)
- There are now 7 students who are part of the Cove (Selworthy Provision) accessing mainstream lessons where and when it is felt appropriate (approx. 60% CFS lessons). These students are not on CFS roll but are within our data due to accessing our provision.
- 2 of the most complex students in KS4 have a full-time bespoke curriculum other than at CFS due to their SEMH needs. 1 of these is awaiting placement at specialist provision after several serious incidents and exhausting our graduated response). We have a third also on a full time alternative provision (AP) timetable who spent most of KS3 in a PRU in Exeter and could not manage mainstream school. His primary need is SEMH and he was placed with us via Allocations Panel. Another in Y9 is in the process of changing placement and moving into Specialist Provision due to significant SEMH needs).
- 2 Y7 students EHCPs are in draft, one is at consultation (since the start of the school year), with the LA consulting on further Specialist Provision. Currently he attends AP twice a week and they will support his transition to Specialist. CFS had objections to be named. He did not attend Primary School in Year 6 and therefore Secondary Mainstream was not appropriate.
- Total figures for EHCP demonstrates SEMH as the primary need for students (46%, a rise from 38.4% last year), which is different to the national data where Autism is the most widely given, however there has been an increase in identification for Autism & Language & Communication at CFS. This is in line with the introduction over the last 2 years of the Somerset ASD and ADHD Pathways, which aimed to improve identification of needs.
- Language and Communication increasing need (in line with Nationally), 25.8% of need compared to last year 21%. Due to increased identification of need from parents as well as school, since the graduated response for the Children and Young People Neurodevelopmental Pathway and since Covid.

SEN Support (K)

- The number for SEN Support is 112 (13.9%) slightly above the National Average. This is a rise compared to 95 CYP (12.7%) in 2022-23, students who have identified SEND, but without EHCP (SEN Support) highlighting an increase in need within CFS in line with that nationally in mainstream schools.
- Primary Need for students identified within SEN Support continues to be within Cognition & Learning (38.1% which is less than last year at 47%), although the largest individual increase is Speech, Language & Communication/ Autism which corroborates with the National Average. Data here is in-line with National Average and demonstrates an increase from last academic year.

Highlighted Needs

- The number of students identified that require monitoring, where needs can be met with quality first teaching continue to increase with 181 currently. This is a significant increase (double) from last academic year, and identification follows the school trends for SEN Support & EHCP. Some are due to being stepped down from SEN Support as the work with Primaries to identify accurate level of need and the implementation of the Somerset Graduated Response Tool (SGRT). Cognition and Learning is the highest area of need, this is evidenced by the high levels for access arrangements especially for extra time due to slow processing.
- 181 CYP (22.5%) this year is an increase on 97 (12.9%) in 2022-23. They are monitored at each assessment point, including assessments for Access Arrangements in Year 9.

3. KS4 Outcomes Commentary:

- Students with complex needs (EHCP) 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 as appropriate and in line with the graduated response to increasing need.
- Transition programmes have been initiated at Year 11 SEND Annual Reviews with College representation (mindful of Baker Clause).
- Use of Read Write Gold as GCSE exam reader continues to develop successfully to complement the physical reader programme. 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.

Leavers 2023

- Within this cohort 2 students had throughout Y7&8 (Year 8 was the first lockdown) been taught within a 'nurture provision' by an HLTA. In 2020/21, a strategic decision, directed by Governors, was to change this to allow students to access GCSE core subjects, which was a great success as students achieved good pass grades and/or made good progress. One student with high needs in cognition and learning continued a bespoke package of some mainstream and some interventions out of class because this was included in her EHCP Section F as a statutory requirement.

- Our Lead TA linked to Year 11 (following the impact and success of 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 evidences 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). One 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 demonstrates 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 significant attendance issues (below 85%) 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 (see additional data right).

	% Eng/Maths Threshold 4+/5+	P8	A8
2018 Results			
Whole School	63/37	-0.34	44.1
EHCP (1)	0/0	-1.86	9.5
SEN SUPPORT (14)	14/0	-0.88	19.89
HIGHLIGHTED NEEDS (8)	25/13	-0.49	29.69
2019 Results			
Whole School	58/33	-0.43	42.98
EHCP (2)	0/0	-2.76	9
SEN SUPPORT (20)	25/5	-0.23	30.91
HIGHLIGHTED NEEDS (15)	40/13	-0.58	38
2020 (CAGs)			
Whole School	60/38	-0.05	44.64
EHCP (2)	0/0	-1.91	0
SEN SUPPORT (20)	20/10	-0.99	27.33
HIGHLIGHTED NEEDS (14)	43/14	-0.09	38.04
2021 (TAGs)			
Whole School	66/44	-0.11	46.46
EHCP (3)	0/0	-1.89	8.17
SEN SUPPORT (9)	56/11	0.36	37.25
HIGHLIGHTED NEEDS (23)	43/26	-0.35	36.71
2022 Results			
Whole School	59/41	-0.21	45.38
EHCP (8)	25/13	-0.52	22.13
SEN SUPPORT (10)	20/10	-0.08	33.38
HIGHLIGHTED NEEDS (27)	37/26	-0.16	41.56
2023 Results (2023 estimates)			
Whole School (157)	64/41	-0.33	43.16
EHCP (3)	33/33	0.22	33
SEN SUPPORT (12)	17/0	-0.89	23.1
HIGHLIGHTED NEEDS (44)	51/27	-0.96	35.7
2023 Results (2023 estimates) >85% Att			
	4+/5+ En&Ma	P8	A8
Whole School (111)	73/50	0.10	48.28
EHCP (3)	33/33	0.22	33
SEN SUPPORT (5)	40/0	0.20	31.58
HIGHLIGHTED NEEDS (28)	57/39	0.26	42.4

Leavers 2024

- Year 11 Lead TA to continue with bespoke intervention, further developing relationships from Y10 Summer Term. This includes a small tutor group, 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 2, 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](#)
[SEN Strategy Update 2 page overview.pdf](#)
[SEN Review & RAP Y7 Nov 2022.pdf](#)
[SEN Review RAP Y10 March 2023 V3.pdf](#)
[NASEN SEND Review Audit CFS Dec 22](#)

5. Achievement of pupils with SEND

[SEF 2023-24 V1.pdf](#)
[SIP CFS 2023-24 V5.pdf](#)

6. SEN Policy

[SEND \(Trust\)-Mar23.pdf](#)

7. SEN Information Report

8. Accessibility Plan

[Accessibility Policy Feb 22](#)

9. Provision Map

[Provision Map 2022](#)

10. Statutory Assessments

2022/23	Requests to Assess Submitted	EHCPs Agreed	2022/23 Access Arrangements Agreed
Year 7	0	2	Assessments/screening ongoing and arrangements in place for familiarity and ‘Normal Way of Working’ as appropriate
Year 8	3	3	
Year 9	1	1	Current Year 10 – Total to date 43 (will increase) Extra time – 23, Reader - 17 Scribe – 0, Laptop - 7
Year 10	0	0	Current Year 11 – Total 74 Extra time – 4, Reader - 26 Scribe – 1, Laptop - 6
Year 11	0	0	2022-23 cohort – 69 Total Extra time – 6, Reader - 25 Scribe – 8, Laptop - 7

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

- This has been a key area to develop over 2022-24 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 (see Section 9) and include handwriting, numeracy, guided reading, Thrive/nurture breakfast, Talkabout, ELSA, as well as Read Write Inc, Read Write Gold and Academic Mentoring for Year 11 SEN students. As part of the Trust SEN Strategy all Learning Support staff have been trained in TalkBoost to support students' speech, language and communication, alongside work skills to develop post-16 pathways. This will be implemented in the Summer Term for Y9 after the Options process.
- LS5 last year allowed for 6 week interventions on a full or part time basis for SEMH students, with some adjustments to allow for EHCP students with significant SEMH needs as part of their bespoke timetable. This is being redeveloped in line with need as a multi-use area, taking into account a Thrive approach.

ID	P8 Y11 Aut 2	P8 Exam	P8 diff	% Att to Y11 Aut 2	% Att to Jun 22	% Att diff	ATL avg Y11 Aut 2	ATL avg Y11 Spr 2	ATL diff
B	-1.18	-0.38	0.80	87.9	82.9	-5.0	1.83	1.83	0
H	0.56	1.26	0.70	96.8	94.6	-2.2	1.33	1.33	0
J	-0.61	-0.61	0.00	92	95.6	3.6	1.5	1.83	-0.33
L	0	0.00	0.00	100	97.3	-2.7	1.4	1.2	0.2
M	-1.51	-1.51	0.00	100	96.9	-3.1	2	2	0
P	-0.82		0.82	98.3	98.6	0.3	1.33	1	0.33
S	-0.82	-0.02	0.80	82	79	-3.0	1.67	1.83	-0.16
T	-0.57	-0.27	0.30	88.8	91.9	3.1	1.67	1.67	0
T	-0.87	-0.67	0.20	100	93.2	-6.8	1.67	1.83	-0.16
V	0.28	0.26	-0.02	88.7	94.5	5.8	1.5	1.67	-0.17

12. SEND budget and spending

2020/21	£155,594	2022/23	£146,014
2021/22	£154,996	2023/24	£201,324 (from HNTU statement October 2023)

NB: HNTU in 2019/20 was £

13. Staffing for SEND

No. of staff		Total weekly hours
3	Lead TAs	97.25
2	TAs Permanent	65
5	TAs Fixed term	162.5
4	TAs/ELSAs Fixed & Part Time	58.5
1	SEN Facilitator Permanent	37.5

Currently advertising for an SEMH Lead TA, and a Forest School Lead TA using funding sourced from Somerset Council by CFS.

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

SENCO confirmed as having gained National Award for SEN Coordination

Introduced 'Team around the Tutor Group' for Year 7 and weekly Elevate Briefing to share good practice and upskill staff regarding adaptive teaching for students, especially those with SEND.

Elevate Training focussing on: Invisible String, ADHD, and Pedagogy with a Teaching and Learning Focus such as the effective use of TA's.

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.

Graduated Response training for HOY.

Team Teach training for pastoral team and some TA's.

Cross Trust - supporting early readers,

Cross Trust - various sessions (scaffolding, modelling to support cognitive load etc). on workshop basis

INSET whole staff sessions - difficult knowledge in curriculum planning, scaffolding, questioning, take up time, SEND handbook, using passports, EHCPs, provision map training.

Curriculum time - SEND A3 planning (matching strategies to students with various needs) Reading A3 planning. Workshops - cognitive fluency, fading scaffolds, scaffolding upwards, supporting EAL, reading strategies, oracy strategies, flexible groupings, take up time
 Working party - adaptive teaching
 SENCO attended Thrive updates including Neurodiversity.
 SENCO attended Introduction to Diagnostic assessment
 SENCO attended Conference for SENCO's and UET Inset on SEND Matters
 SENCO and Lead TA for Communication & Interactions attended all Neurodevelopment Pathway Updates
 SEND Facilitator & Lead TA for KS3/ Cognition and Learning attended successful transitions managing change for pupils with SLC needs and Autism
 SEND Facilitator attended PEEP Training
 ADHD Course 3 staff attended
 ELSA staff attended regular ELSA supervision
 2 TA's attended Lego Therapy
 Emotional School based avoidance attended by a TA,
 Lead TA for KS4 attended Assisted Technology for SEN
 Previous HLTA attended Emotion Coaching course (external) and now is a trainee teacher at CFS in the Maths department

2022-24 – Further TA Specific CPD in line with EEF Guidance

1	Explicit instruction	30th January - Explicit instruction / shared vocab (TH/LM)
2	Cognitive and metacognitive strategies	20th Feb - Cognitive Science - Retention / Retrieval (TH/LM) 6th March - Chunking / Dual Coding / Independence (TH/LM)
3	Scaffolding	16th Jan. Scaffolding / TA Interventions (VMC/TH/LM)
4	Flexible grouping	20th March - Flexible Groupings (TH/LM/PR/VMC)
5	Using technology	24th April - Technology (TH/LM/KK)

In addition the CPD for TAs has focussed on developing their knowledge of curriculum and the use of knowledge organisers to scaffold and chunk essential knowledge to support students' learning.

Thrive/De-escalation training for TAs (VMC)

Learning Support Team TalkBoost training, Executive Functioning, Reading Comprehension

15. Pupil Voice (from SEN Annual Review Surveys)

What's Going Well	Even Better If
<ul style="list-style-type: none"> - Relationships with peers - Relationships with staff - Clubs/enrichment - Interventions/support out of lessons 	<ul style="list-style-type: none"> - Homework - Cover/supply teachers/changes to routines - Exams/assessments

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

What's Going Well	Even Better If
<ul style="list-style-type: none"> - Relationships with peers - Current timetable - Developing independence - Interventions/support out of lessons 	<ul style="list-style-type: none"> - Homework - Less change from cover/supply - Developing independence/organisation inc revision for KS4

17. External agencies

The School Chaplain has worked 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. Ant has left us for a change in career. The churches are sourcing a replacement, this is unlikely to be in place until later in the year. Anna Hartnell, Pastoral Support Worker based in the hub has gained resources from school nurses and is developing Managing Anxiety workshops. School Nurses 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. This is a complex case as the young person is also living with relatives in Taunton and is taxied to school each day. Following this we have seen an escalation in his SEMH needs.

We have 1 EHCP Year 7 supported at Child In Need (CIN) level via CSC. 2 Highlighted Needs students from one family stepped down from Level 4 CP to CIN in September and 1 SEND Year 9 at CIN. All students are supported by visits to the home and school by social workers and 6 weekly TAF meetings take place. School attend and provide feedback on all aspects of school.

One EHCP student who is CLA (Child Looked After) Year 7 has had a change of placement since starting, now living with older brother, he is with Hampshire CSC which is challenging as all contact is via phone or teams for the young person. CSC are seeking change to Somerset but this will only be granted if brother given Special Guardianship. One SEND (SEMH) Year 9 and One Highlighted Needs (SEMH) Year 8 have joined the school in September. Both supported by allocated social workers. Both year groups full, as Court Fields is judged 'Good' by Ofsted it means we have to admit CLA students even if at PAN.

Family Intervention Service (FIS) - Level 3 Service

FIS are working with 9 families (14 students). 4 students are on the SEND register as K, 1 has an EHCP, 4 are highlighted needs. 1 students we are exploring SEND needs due to lack of information from previous schools. 4 are not SEND. The EHCP student has had an emergency annual review and specialist education has been recommended, however now current places until September 2024, a bespoke curriculum has been sourced due to escalating SEMH needs. 2 EHCP Year 11 students, we have requested FIS support. One is in the process of allocation to a worker following a CSC assessment and the other waiting triage. 2 SEND K students Year 7 and 10, we have submitted FIS referrals and awaiting outcome.

Parent & Family Support Advisor (PFSA)

Our PFSAs are working with 1 family and in the early stages of work, the student is on highlighted needs for SEMH. This work is focusing on rebuilding relationships with mum. As an area we had 2 PFSAs but this has been reduced to 1 PFSA working across all primaries and Court Fields since March 2023, this has resulted in an increase in wait times for allocation. We have one family awaiting allocation of a Highlighted needs (Communication and Interaction) student Year 8

Child & Adolescent Mental Health Services (CAMHS)

CAMHS are working with 3 of our students

1 SEND students and 2 highlighted needs students are working with CAMHS. The SEND student's attendance to school has improved dramatically, only absence due to broken collarbone. 1 students is highlighted needs and CAMHS focusing on attendance, the other student there is still concern over attendance due to anxiety, we are exploring TDPC placement for year 11.

Alternative Provision

1 student is accessing partnership work with TDPC, who is highlighted needs for communication and interaction. We have seen an increase in attendance and progress is improving.

2 Year 11 EHCP students accessing bespoke curriculum through a costed plan agreed by the local authority. This includes time at Apex, Conquest, Project One, AEC and Home Tutor. Both students not safe to be on school site. Regular visits to provisions take place by SENCO, DDSL and TAs. Weekly reports are given to SEND team to track progress. 1 of the students has had an emergency annual review due to escalating unsafe behaviours at provisions and in transport to provision, County SEND Team are exploring TDPC placement.

1 Year 9 EHCP student, also support by FIS has allocated place at Sky Academy but no spaces, provision is made up of Young Somerset, Project 1, AEC and Reach, some contact on site each week takes place, however student breaking down relationships as know they are leaving.

2 Year 11 students, 1 SEND and 1 HN access Apricot Learning online, both students engaging well.

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

1 complaint from a parent whose child was going through EHCP assessment that her child would not get out of his bedroom. SLW liaised with Mum, advised on graduated response including significant support from SEN and liaison with external agencies. Complaint resolved – Mum admitted that she was using this to try and leverage action from the LA. Subsequently given an EHCP and named at Specialist Provision.

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

- Ongoing and increasing concerns regarding Local Authority SEN provision. At least a 6-month delay in processing Annual Reviews, including Early (Emergency) Annual Reviews and Costed Plans. For significant time (at least 6 months, there have only been 2 Casework Officers covering the whole of Taunton with workloads of 120 CYP. LA only prioritising transition reviews and not all completed Annual Reviews.
- Lack of Specialist Provision for ASD and SEMH in the LA. Increased cohort in Year 7 with significant SEMH needs.
- Lack of effective AP (Alternative Provision)
- No other professionals completing the Neurodevelopmental Pathway Referrals
- Increased amount of SEN Need or identified additional needs.
- Increased numbers of children who cannot read and reading significantly below ARE, (many reading at Age 6-7)
- 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.
- Ongoing impact from COVID seen within all year groups. National KS1 data and increasing need from KS2 suggests that this will be an ongoing concern. Lack of resilience in pupils and parents.
- Potential impact of additional admissions with SEND on current cohort.
- Embedding the work with the Selworthy Satellite Provision to support KS4 transition
- 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 in class, and some the resilience to be able to cope with an hour lesson.

20. SEND Governor Commentary/Directions for Action

SEND provision at Court Fields has been on a journey in recent years and this has been recognised in this year's Ofsted inspection where the school received an overall judgement of Good. If SEND provision was not good, then the school would not have received its Good rating for Quality of Education. The foundations of the strength of SEND at Court Fields comes from the prioritisation of early identification of need and this comes directly from school leadership, through SEND leadership and down through all SEND provision. This early identification allows the SEND team to work with children at the earliest opportunities through a range of adaptive teaching and interventions, ensuring that needs are met and reducing the opportunities for gaps in learning and additional need to grow. VMC works hard to ensure that the deployment of additional SEND staff is targeting the highest need and as a school, provision is always being analysed and evaluated to measure value for money and whether new/ different provision needs to be prioritised e.g. the hiring of RW as a primary experienced teacher to target bespoke phonics learning needs in secondary aged students. SEND training has also been a focus for all teachers, with adaptive teaching to meet the needs of all, particularly SEND children, being a focus.

Since moving to the BEP SEND leadership has been changed for all schools in the Trust. Executive SEND leadership is now provided by both CO and BW. As SEND school leaders are getting used to a different system and different ways of working, as governors we do need to ensure that we are challenging whether these changes are enabling VMC to lead SEND in the best way possible e.g. Is there enough SEND leadership support? What does this support look like day-to-day, weekly, half termly, throughout the year? What is the impact of Trust SEND support at Court Fields? Is there anything that would make this stronger?

Next steps:

- RH to conduct SEND learning walk with VMC in the new year to see more SEND provision and evidence in action.
- Join Leadership Team to go through SEN Evaluation
- Attend the SEN Review with Beth Warwick, Clair Owen and Vicki McCarthy in February
- Join VM to complete learning walks during the academic year
- Regular meetings/communication with VM

SEN Strategy – 3 Year Priorities – Impact Summary Term 1 2023/24

1. Accurately Identify need and provide the most appropriate provision for students with SEND
2. Implement interventions that are appropriately targeted, measurable and show sustained improvement for learners with SEND
3. Develop a whole school culture/ethos of shared responsibility for students with SEND.

	Context & Intent (NASEN CFS SEND Review Guide /Evaluation) & Working Statement of Action SCC LA	Actions	Impact	Next Steps
1	<p>Previously TA completed WRAT 4. No robust monitoring and process. New SEN Team & SENCO. Increased in need following home learning and rebound impact of Covid. Identifies area to improve following Whole School NASEN Trail.</p> <p><u>Aim to:</u> Have an improved understanding of our pupils needs Improve the accuracy of the SEN Register, and the accuracy of Pupils needs on Person centred documents (Pupil Passports).</p> <p><u>So that:</u> Most impactful strategies are shared with teachers to support the outcomes for SEN pupils Identify and most appropriate intervention of provision to support SEND pupils learning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Implement diagnostic testing as part of the Graduated Response for all areas of need including pre assessment for the ADHD and ASD Pathway <input type="checkbox"/> Implement NGRT Testing for all KS3 to support accuracy of SEN Register <input type="checkbox"/> Implement termly SEN Governor Review Visits <input type="checkbox"/> Develop consistency on identifying need with feeder primaries <input type="checkbox"/> Implement SEN Annual Reviews for K as Parent Evening format 	<ul style="list-style-type: none"> • 6 referrals made to ASD/ADHD Pathway, 2/2 100% accepted at triage. 15 weeks to triage, 24 months total • EHCP applications 100% success for R2A • All students completed 2nd NGRT, complete picture of need, led to Graduated Response e.g. Access Reader, interventions for identified students • All Level 1-3 readers identified and having interventions • Y7 & 10 SEN Reviews complete, EBI and WWW to LGB and staff • CLP Action Research Project on identification of need completed, agreement on CLP screening and moderation in place • Y8, 9, 11 K Parent Review Evenings completed, most recent (Y8) 93% attendance 	<ul style="list-style-type: none"> • Embed referrals process and manage volume of requests. Succession plan. • Embed use of checklists to identify need esp. To support requests to asses. LA driving on a reduction. • Year 6 to be screened to ensure timely intervention for Year 7 (2023-24). CLP priority. • NGRT embed and ensure further robustness • SMART targets resource implement for Annual Reviews from provision map (TA's & KN CPD) • CPD for TAs and KN • Calendar the NGRT for next year.
2	<p>Previously there was no whole School Provision Map or Graduated Response for SEND Interventions. No Somerset Graduated Response Tool. No robust monitoring and review process of interventions in place. Not strategic or graduated, but reactive. Not research driven. Minimal impact from other interventions. Identified area to improve following Whole School NASEN Trail. Increased need for intervention following Covid.</p> <p><u>Aim to:</u> Improve outcomes from interventions -macro (out of class) and micro (in class)</p> <p><u>So that:</u> Most appropriate & effective intervention in place so SEND provision is impactful to support SEND pupils learning.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Implement ELSA 1:1 and Group ELSA and upskilled SEMH lead (TIS) <input type="checkbox"/> Tracking impact of Interventions with introduction of screens and testing <input type="checkbox"/> Implemented a new appraisal system for TA's linked to EEF recommendations <input type="checkbox"/> Regular CPD for TAs linked to pedagogy <input type="checkbox"/> Introduction to before school and tutor time interventions <input type="checkbox"/> Implemented new Alternative Provision for highest need (EHCP) Apex/Project 1 	<ul style="list-style-type: none"> • 3 x ELSA staff trained, 1:1 interventions in place, group ELSA session at Allotment started Term 4 • SDQ screening on entry/exit to interventions • Appraisal cycle using new process complete for 1/3 TAs, all staff feedback positive on new process, linked to curriculum and adaptive teaching, impact being seen in consistency of support and increased effectiveness of work with teacher/student output/student voice • Tutor time interventions in place, impact tracking introduced, logging via ProvisionMap • Successful referrals to Apex/Project One for 2 x high need EHCP SEMH students, able to prevent PEX and support transition to Post-16 	<ul style="list-style-type: none"> • Embed these practices • Sharing of information between teachers and TAs • Analyse impact at the end of the interventions • Decide on best practice for transferring this information back into the classroom to support further development • Review the clash between Elevate briefing and SEN training/CPD meetings as well as interventions
3	<p>In line with National (EEF research), this was an identified area to improve following Whole School NASEN Trail. In CFS SEND Review suggested theme to improve.</p> <p><u>Aim to:</u> Improve outcomes for pupils with SEND (Page 2), leadership of SEND (Page 4) and Quality of Teaching & Learning for Pupils with SEND (Page 7)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> CPD Programme: <ul style="list-style-type: none"> - Increasing awareness of specific needs - Developing strategies - Supporting adaptive teaching - HOY awareness/training/effective use of Somerset Graduated Response <input type="checkbox"/> Curriculum Links: <ul style="list-style-type: none"> - Identification of essential knowledge - Formative assessment practices to support SEND (whiteboards, I/We/You etc) 	<ul style="list-style-type: none"> • September INSET covered adaptive teaching, specific areas of need including hearing impairment, SEMH, etc. Faculty adaptive teaching strategies developed and shared. HOF to ensure that all staff have class adaptive teaching sheets in Class Profile by 17/03/23 • CPD rolling programme developed with LM • Knowledge organisers identified essential knowledge in all Faculties, best practice adapted specifically for SEND, SEN standing item for curriculum and HOF L/M meetings 	<ul style="list-style-type: none"> • SLT needs to ensure that certain aspects are re-visited from a CPD angle for the next 3 years • Training needs of staff will need to be identified and a plan put in place for addressing this.

	<p><u>So that:</u> Most appropriate & effective intervention in place so SEND provision is impactful to support SEND pupils learning.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> FIP priority area, link to Line Management actions and QA <input type="checkbox"/> SEND Review termly with SEN Governor/Trust SENCO <input type="checkbox"/> Sarah Watson SEND Learning Walk <input type="checkbox"/> Elevate Briefings – trialled successfully, added to formal meeting schedule 	<ul style="list-style-type: none"> • Formative assessment evident in learning walks plus effective adaptive teaching and use of TAs in class • Successful feedback from staff and impact on reduction in S numbers from students identified for inclusion in the briefing. To be added to formal meeting schedule 	
Other	<p>Following our participation in the NASEN Whole School Trail and completion of the SEND Review Guide (A school-led approach to Improving provision for all) in December 2022 and revised in December 2023 and in line with SIP.</p> <p><u>Aim to:</u> Powerfully address disadvantaged pupils, particularly our students with SEND.</p> <p><u>So that:</u> Most appropriate & effective Provision is in place so SEND support improve pupils outcomes Efficient use of resources (Page 14). High Quality of Provision (Page 17)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance: Additional calling, collections, home visits, bespoke plans, online provision, alternative provision, SEN Facilitator PD Target, SEN Graduated Response, Annual Review key focus, Attendance Strategy key focus, increased assessment/testing processes <input type="checkbox"/> Behaviour: bespoke timetables, APDR, graduated response, SLW in HOY/SENCO meetings, Annual Review key focus, BTC links <input type="checkbox"/> Transition: Post-16 providers/CH at Annual Reviews, SEN enhanced transition Y6-7 in place for Sept 22 starters (further developed for Sept 23 starters), additional college visits/enhanced transition, SENCO cluster meetings, Primary Inclusion Meeting in Term 5, SENCO joining Y6 EHCP Annual Reviews, SCC Transition Meeting <input type="checkbox"/> Specialist Provision: Apricot Online, Apex, Project One, BTC, Young Somerset, 3 students moving to specialist provision <input type="checkbox"/> Strategic planning with SCC: Extended Learning Provision, Forest School, Cove <input type="checkbox"/> Communication with Parents/Carers: online surveys as part of Annual Review process, SEND Y6 Parent Drop-in Evening, Annual Review Evenings, Y6 parent feedback survey to support 2023 Transition 	<ul style="list-style-type: none"> • Attendance: Increase of 3% from 21/22 (89.3%), increase of excellent attendance (96%+) from 29.8% in 21/22 to 47.2% in 22/23 • Suspensions: Reduced from 19% students with 2+ in 21/22 to 10% in 22/23, total reduced from 90 in 21/22 to 18 in 22/23 • Transition: all Y11 SEN E/K student have Post-16 provision in place, reduced suspensions in Y7 22/23 (4) from 21/22 (20) • Specialist Provision: Y11 Apricot students online/attending, 3 students named to specialist, link with BTC developed including vocational reporting, increased attendance/lower sanction numbers for students accessing alternative provision • Strategic planning with SCC – bids accepted, agreement in principle to Forest School • Communication with parents/carers – increase of 9% in parent survey response re SEN support to 84% agree/strongly agree (Y7 86%, Y11 90%) 	<ul style="list-style-type: none"> • Identify specific actions that had the most impact • More thorough information at transition about students with attendance issues and school share their graduated response. Regular training and revisiting of strategies for SEN in person as well as documentations. • Identify training needs via CO Trust survey to inform plan for 2023-24. Clear targeted plan • Review Apricot Learning and Apex provision • SEN Reviews for Year 10 and 7