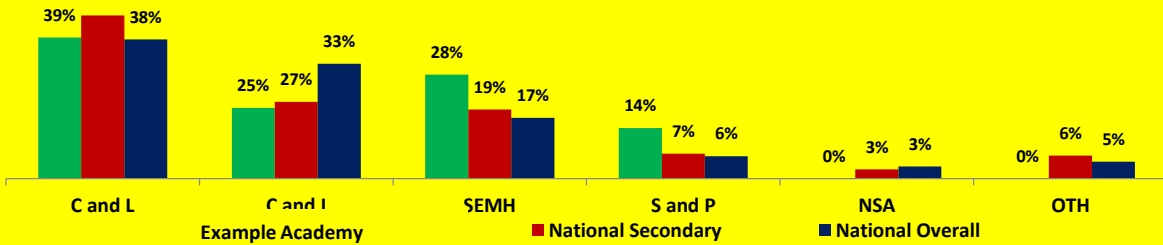


Appendix 2

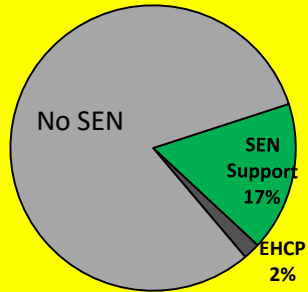
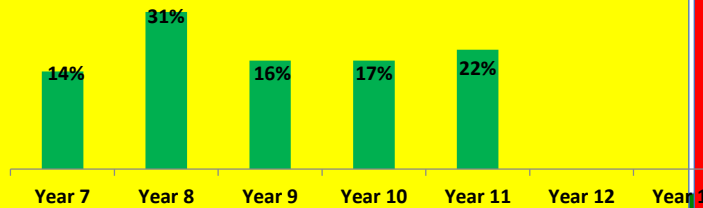
Identification

SEN Total - 109/579 students – 19% (national = 14.9%)

Comparison of SEN Broad Area of Need with National



Students on SEN Support by Year Group



Examples of HQT (in bold) and Interventions

| C & L | C & I | SEMH | S & P |
|--|--|---|---|
| Dyslexia 10 top tips Accessibility features on ipads / boards Knowledge organisers Word mats Accelerated reader Lexia Real stories group Maths catch up | Communication-friendly classrooms Word mats Accessible signage Communication Matters ASD social group School SALT ELKLAN | Whole school wellbeing programme Access to Family Support Worker 1:1 counselling Y7 Nurture group Art therapy Young carers group | Modified resources Regular staff CPD Sensory support Motor skills group 1:1 physiotherapy School nurse |
| <i>Example impact: R.A += 9m over term (24 students) Average M.A += 8m over term (13 students)</i> | <i>Example impact: Significant improvement in personal SALT targets (9 students)</i> | <i>Example impact: RDACS scale shows good progress in 12 out of 15 students attending counsellor session</i> | <i>Example impact: 4 students with VI receiving fully modified resources</i> |

Attendance, Exclusions, Outcomes

| % Fixed Term Exclusions | | | |
|-------------------------|-------------|------|---------|
| | SEN Support | EHCP | No SEND |
| 2018-19 | 2.03 | 0 | 1.56 |
| 2017-18 | 2.16 | 0.72 | 1.20 |

| Attendance | | |
|------------|--------|--------|
| | SEND | No SEN |
| 2018-19 | 83.78% | 94.3% |
| 2017-18 | 91.86% | 94.1% |

| | Outcomes | | | | | | | |
|---------|----------------|---------------|---------------------|--------------|----------------|----------------|---------------------|--------------|
| | Progress 8 | | | | Attainment 8 | | | |
| | National (all) | School No SEN | School: SEN Support | School: EHCP | National (all) | School: No SEN | School: SEN Support | School: EHCP |
| 2018-19 | -0.02 | 0.28 | 0.29 | -0.95 | 46.53 | 45.54 | 29.91 | 15.00 |
| 2017-18 | -0.03 | -0.05 | -0.68 | -1.22 | 46.02 | 43.52 | 34.31 | 21.50 |



Key Strengths

- Inclusive philosophy with ambition for all pupils
- Students at SEN support in Y11 made good progress in 2019
- Whole school focus on inclusive HQT in the classroom
- Pupils with SEMH are particularly well-supported
- Feedback from parents – feel confident in the school

I've always had really brilliant support with my learning here. You always involve me in decisions – that's important.
Year 11 student

Key Areas for Development

- Provide further CPD for all staff on and identification and revisit criteria
- Extend nurture provision into Y8 for pupils with SEMH
- FSW project for improving attendance
- Improve the alternative curriculum offer for pupils with complex needs

My child is really happy here and benefitted from the nurture group in Y7. He is now making better progress in his reading in Y8 thanks to the support he gets.
Parent of Y8

Identification

High Quality Teaching and Intervention

High Quality Teaching for All

| | |
|--|--|
| | |
| | |
| | |

Cognition and Learning

Communication & Interaction

| | | | |
|--|--|--|--|
| | | | |
| | | | |

Social, Emotional and Mental Health

Sensory and/or Physical

| | | | |
|--|--|--|--|
| | | | |
| | | | |



Attendance, Exclusions, Outcomes

| | Attendance | | | |
|---------|------------|--------|-------------|------|
| | National | No SEN | SEN Support | EHCP |
| 2018-19 | | | | |
| 2019-20 | | | | |

| | Exclusions | | | | | | | |
|---------|------------|--------|-------------|------|-----------|--------|-------------|------|
| | Fixed term | | | | Permanent | | | |
| | National | No SEN | SEN Support | EHCP | National | No SEN | SEN Support | EHCP |
| 2018-19 | | | | | | | | |
| 2019-20 | | | | | | | | |

| | Outcomes | | | | | | | |
|---------|----------|--------|-------------|------|-----------------------|--------|-------------|------|
| | EY % GLD | | | | Y1 Phonics % Expected | | | |
| | National | No SEN | SEN Support | EHCP | National | No SEN | SEN Support | EHCP |
| 2018-19 | | | | | | | | |
| 2019-20 | | | | | | | | |

| | KS1 % Expected | | | | KS2 % Expected | | | |
|---------|----------------|--------|-------------|------|----------------|--------|-------------|------|
| | National | No SEN | SEN Support | EHCP | National | No SEN | SEN Support | EHCP |
| 2018-19 | | | | | | | | |
| 2019-20 | | | | | | | | |

Strengths and Areas for Development

3 things we do well for children and their families:

- x
- x
- x

Our 3 key strengths in SEND:

- x
- x
- x

Our 3 key areas for development for SEND:

- x
- x
- x

Identification

High Quality Teaching and Intervention

High Quality Teaching for All

| | |
|--|--|
| | |
| | |
| | |

Cognition and Learning

Communication & Interaction

| | | | |
|--|--|--|--|
| | | | |
| | | | |

Social, Emotional and Mental Health

Sensory and/or Physical

| | | | |
|--|--|--|--|
| | | | |
| | | | |



Attendance, Exclusions, Outcomes

| | Attendance | | | |
|---------|------------|--------|-------------|------|
| | National | No SEN | SEN Support | EHCP |
| 2018-19 | | | | |
| 2019-20 | | | | |

| | Exclusions | | | | | | | |
|---------|------------|--------|-------------|------|-----------|--------|-------------|------|
| | Fixed term | | | | Permanent | | | |
| | National | No SEN | SEN Support | EHCP | National | No SEN | SEN Support | EHCP |
| 2018-19 | | | | | | | | |
| 2019-20 | | | | | | | | |

| | Outcomes | | | | | | | |
|---------|----------|--------|-------------|------|-----------------------|--------|-------------|------|
| | EY % GLD | | | | Y1 Phonics % Expected | | | |
| | National | No SEN | SEN Support | EHCP | National | No SEN | SEN Support | EHCP |
| 2018-19 | | | | | | | | |
| 2019-20 | | | | | | | | |

| | KS1 % Expected | | | | KS2 % Expected | | | |
|---------|----------------|--------|-------------|------|----------------|--------|-------------|------|
| | National | No SEN | SEN Support | EHCP | National | No SEN | SEN Support | EHCP |
| 2018-19 | | | | | | | | |
| 2019-20 | | | | | | | | |

Strengths and Areas for Development

3 things we do well for children and their families:

- x
- x
- x

Our 3 key strengths in SEND:

- x
- x
- x

Our 3 key areas for development for SEND:

- x
- x
- x

Identification

High Quality Teaching and Intervention

High Quality Teaching for All

| | |
|-------------------------------|--|
| High Quality Teaching for All | |
| | |
| | |
| | |

Cognition and Learning

Communication & Interaction

| | | | |
|--|--|--|--|
| | | | |
| | | | |

Social, Emotional and Mental Health

Sensory and/or Physical

| | | | |
|--|--|--|--|
| | | | |
| | | | |



Attendance, Exclusions, Outcomes

| | Attendance | | | |
|---------|------------|--------|-------------|------|
| | National | No SEN | SEN Support | EHCP |
| 2018-19 | | | | |
| 2019-20 | | | | |

| | Exclusions | | | | | | | |
|---------|------------|--------|-------------|------|-----------|--------|-------------|------|
| | Fixed term | | | | Permanent | | | |
| | National | No SEN | SEN Support | EHCP | National | No SEN | SEN Support | EHCP |
| 2018-19 | | | | | | | | |
| 2019-20 | | | | | | | | |

| | Outcomes | | | | | | | |
|---------|----------|--------|-------------|------|-----------------------|--------|-------------|------|
| | EY % GLD | | | | Y1 Phonics % Expected | | | |
| | National | No SEN | SEN Support | EHCP | National | No SEN | SEN Support | EHCP |
| 2018-19 | | | | | | | | |
| 2019-20 | | | | | | | | |

| | KS1 % Expected | | | | KS2 % Expected | | | |
|---------|----------------|--------|-------------|------|----------------|--------|-------------|------|
| | National | No SEN | SEN Support | EHCP | National | No SEN | SEN Support | EHCP |
| 2018-19 | | | | | | | | |
| 2019-20 | | | | | | | | |

Strengths and Areas for Development

3 things we do well for children and their families:

- x
- x
- x

Our 3 key strengths in SEND:

- x
- x
- x

Our 3 key areas for development for SEND:

- x
- x
- x