



ALL SAINTS

CATHOLIC COLLEGE

ORARE LABORARE SERVIRE

SEND Impact Report

2020/21

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School Context

During the academic year 2019/20, there were 53 students receiving SEND support. There were 25 students with Education and Health Care plans on register.

Criteria	Amount
Education and Healthcare Plan (EHC)	25
Known SEN Support (K)	53
Total	78

The Special Educational Needs breakdown by year group was as follows:

Criteria	EHC Plan	SEN Support (K)	All SEN
Year 7	10	24	34
Year 8	4	18	18
Year 9	1	6	6
Year 10	4	1	1
Year 11	3	4	4

Identification

Students are identified as having additional needs through classroom teaching staff; teachers and anyone working with the student (LSAs, therapists, Heads of Department). In addition, parents may also contact the school with the intention of exploring whether their child has additional needs. These cases are then referred to the SENDCo who will initiate the graduated response to SEN as per the SEN Code of Practice; assessing the needs of the student and how they can be met within the current provision. From this point, the actions that follow very much depend on the need of the student; the approach we take is individualised and the plan to support that student should reflect their needs. After a period of time, determined by the SENDCo as being a sufficient amount of time for the plan to have taken effect and the school to have seen the impact of that plan, the plan is reviewed.

In some cases, the school will request the involvement of external professionals to support in the identification of needs, such as educational psychologists, speech and language therapists, occupational therapists, counsellors, social workers or other external agencies. Where the need arises, these professionals will support the school in determining the need of the student, and in some cases give an indication of whether a student may require a clinical diagnosis.

Provision

The 2019/20 provision was organised and implemented by the inclusion team, led by Mr Holland, SENDCo. Within the team were fifteen teaching assistants, two of whom held HLTA status, and two ABA tutors (two were part-time sharing a role between them). The inclusion team was split into two sectors, EAL and SEN. The EAL sector

run by two teaching assistants and the SEN sector run by the remaining teaching assistants. In addition, two teaching assistants held the role of Senior Teaching Assistant to support the organisation and administration of the EAL and SEN departments respectively.

The SEN provision is tailored to the individual student and their ability to access the National Curriculum. For students with Education and Health Care Plans, the students that are able to access mainstream lessons are supported through the presence of a teaching assistant in the class, who provide emotional and pastoral support to the student while supporting the teacher to differentiate work to an appropriate ability level. Teachers are regularly updated, through staff meetings or email communication, about strategies and approaches that best support these students. In some circumstances, these students access lessons without the additional support in order to encourage independence. The level of support given is dependent on the level of need, which is determined by the SENDCo in conjunction with the relevant professionals. Some students are not able to access a full-time mainstream timetable. In these circumstances, we provide these students with an alternative curriculum. Within this curriculum lessons include: life-skills, cycling, social skills, cooking, Entry Level maths and English, art therapy, and in some cases, additional time slots where students can revise and repeat lessons in order to support and reinforce their understanding of content.

The SEN provision for students identified as requiring SEN support is again tailored towards the individual, but in most cases these students will all be accessing a full timetable. Ultimately, we want our SEN students to independently access as many mainstream lessons as possible. These students are supported largely through differentiated teaching practices in the classroom. Teachers, teaching assistants and the SENDCo establish an ongoing dialogue focused on how to best support these students in lessons. In some instances, the SENDCo will request the involvement of an external professional, such as an educational psychologist, to make recommendations about how we can shape our practice to best support students. In addition, many of these students have a teaching assistant deployed in the classroom to support with delivery of lesson content and the students' ability to access this.

The EAL provision aims to identify the English-speaking ability of students then plan to support them to access the curriculum. Where students enter our school at the early acquisition stage of the English language, they are given alternative work to do in class, which focuses on developing English skills, but still exposes them to the learning style of our classroom teaching. In addition, students are given support sessions during the school day to help them develop their English skills so that they are able to access as much of the National Curriculum as possible. As students develop in proficiency, this support is reduced as they are able to generalise more lesson content. Within the provision, we hold 1:1 reading sessions both before and after school, homework club and an incredibly popular international languages club twice weekly, which celebrates our cultural diversity by having students teach their native languages to each other.

SEND Funding

The majority of SEND funding was used to employ staff to support students within the SEND provision. However, over the course of the last year, funding was used to enhance the provision through:

- Educational Psychology consultations
- Educational software
- Assessment software for exams access and dyslexia
- Resource software, such as subscriptions to websites that provide SEN lessons and the associated resources

- Specific learning resources, including text books and reading books
- Registration fees for relevant awarding bodies for alternative curriculums, such as ASDAN and Entry Level Certificate courses
- Trips
- Costs incurred for life skills-based subjects for equipment (cooking, horticulture, travel training)

Impact

SEN progress is above national average for the second time in five years. The P8 score for EHCP students represents a cohort where only 2 of 4 students sat their GCSE exams. Essentially, progress in this area is affected by the severe learning needs of these two students, who had Down's Syndrome and autism respectively. However, progress 8 scores are still significantly higher than the 2018 and remain in the positive for progress made.

Category	Progress 8 Score 2020	Progress 8 Score 2019	Progress 8 Score 2018
EHCP	-0.84	-0.74	-1.56
SEN Support	0.1	0.2	-0.89

As Table 1 demonstrates, the school is making consistent, significant progress in closing the gap in progress. In 2020 our SEN Support students performed better than the national average for the second year in a row, even though there was a slight dip in 2020 results, for SEN support they are still above national average.

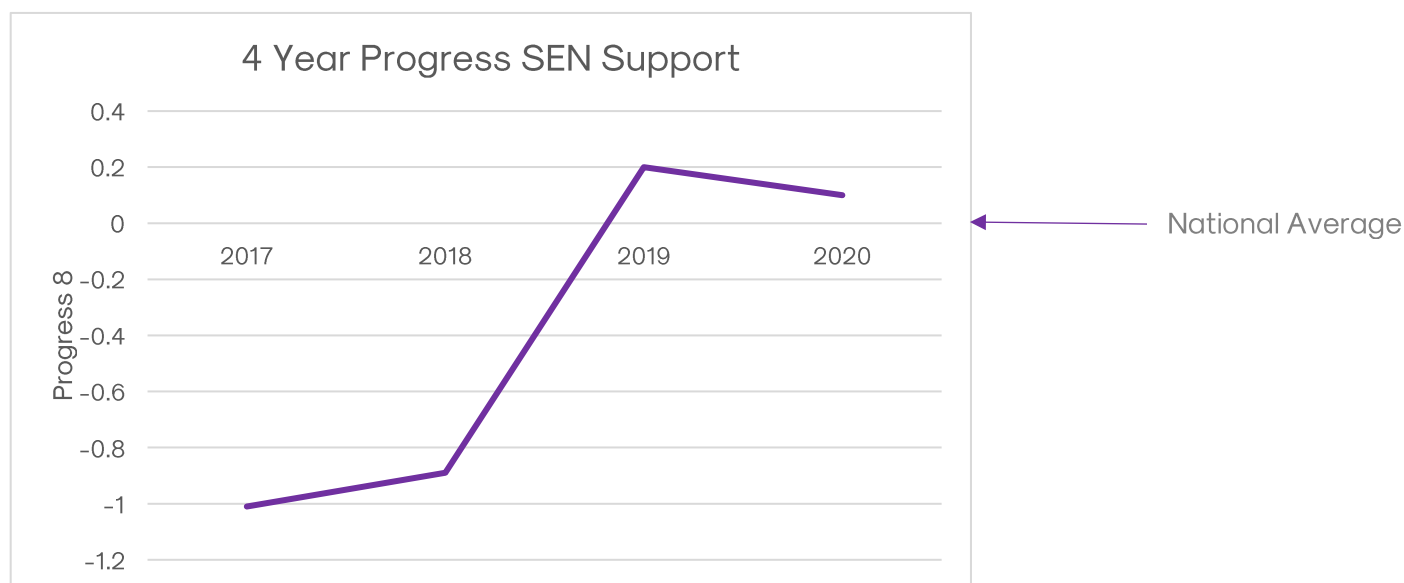


Table 1: SEN Support Progress 8 - Progress Since 2017

One of our EHCP students was entered for GCSE English, achieving a GCSE Grade 4 in both Language and Literature and a Grade 5 in Maths. Although only one student, these grades are outstanding for a student with complex needs and reflects the success of English interventions held throughout the year, as well as persistent effort from teachers and the inclusion team to differentiate effectively at GCSE level.