



KING EDWARD VI
SHELDON HEATH ACADEMY

Report to Governors on SEND 2020-21

Date: June 24th 2021

SENCO: Arvine Bird

Governor SEND: Roy Palmer

1. SCHOOL PROFILE

Currently, we have 189 students on the SEND Register – 88 girls and 101 boys. This equates to 15.7% of our students. The number of students on the SEND Register has steadily risen during recent years. Bearing in mind that many students have more than one area of need (so it can be difficult to assign a primary need), the needs of our students are as follows:

Speech, language and communication: 25 students

Cognition and learning: 66 students

Social, emotional and mental health: 52 students

Physical and/or sensory: 46 students

Amongst these students, 37 students currently have a diagnosis of ASD or Asperger's'. We currently have 6 students with an EHCP (0.5% of our total number of students on roll). Additionally, we have applied for one further EHCP which is at the draft stage and should be finalised very shortly. In September 2021, a further two students with EHCP's will be joining us in Year 7 – one with ASD and one with Cerebral Palsy, plus other complex difficulties.

15.7% of our students having SEND compares with 12.3% of all students (nationally) having SEND support in the academic year 2020-2021, with 3.7% of all students having an Education, Health and Care plan – 16% nationally in total. However, many students with an EHCP would not be in mainstream schools. (Source: Gov.UK, Academic Year 2020/21 Special educational needs in England).

COMMUNICATION AND INTERACTION		COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
25	1	66	1	52	2	46	2

2. IDENTIFYING PUPILS WITH SEND

At KESH, students with SEND are identified using one (or more) of the following routes:

- Transition information from primary school
- Transition information from previous secondary school

2. IDENTIFYING PUPILS WITH SEND

- Parental information
- Student self-observation
- Observations from teaching staff
- Observations from support staff
- Information from other specialist services (e.g. health services)

Once a student has been identified as having SEND, we use the Assess, Plan, Do, Review cycle to put bespoke, appropriate support in place. Subject teachers, students, a member of the SEND Team, specialist outside services (where appropriate) and parents continue to contribute to the review process as per the MAT SEND policy. Support is reviewed once a term for each student with SEND as recommended by the SEND Code of Practice.

During the academic year 2020-21, there has been some necessity to deviate from this review cycle, due to Covid 19 lockdowns as explained later in this document; however, we have continued to assess and identify all possible SEND needs when flagged by one or more of the methods listed above.

3. PROGRESS MADE BY PUPILS WITH SEND

The progress of GCSE students, with SEND, in the June 2020 assessed grade series, compared with the 2019 exam grades was, in several aspects better. For example, 43% of students with SEND, in 2020 got 9-4 grades in maths and English, compared with 31% in 2019. Students with SEND did better in 2020 than in 2019 in all of the Progress 8 measures and the Ebacc measures. However, the average grade in English, for students with SEND, fell in 2020, whilst the average in maths rose.

Whilst the grades for the student with an EHCP were low, this was one student who had very considerable learning and cognition needs. Despite these needs, her confidence and social skills grew immensely during her time at KESH and when I spoke with the student and her parent last summer, she was very much looking forward to beginning a vocational-based course in animal care.

Along with in class support and 1:1 support for students during form time, last year we have extended our 1:1, out of class support for our students in Year 7, 8 and 9 with the lowest reading ages, using Precision Teaching methods. Although this means students missing lesson time, mainly in reading lessons, the 1:1 provision has proven to be very effective in raising reading and comprehension ages (assessed using the Neale Reading test).

Year group	Number of students	Average reading age in Sept 2020	Average reading age in May/June 2021	Average comprehension age in Sept 2020	Average comprehension age in 2020
7	6	7.40	9.72	8.88	9.86*
8	9	8.05	9.96	8.71	10.06**
9	8	7.93	10.05	8.17	10.42

*The score of one student hit the highest score available on the test.

**The score of two students hit the highest score available on the test.

3. PROGRESS MADE BY PUPILS WITH SEND

4. PROGRESS AND ATTAINMENT OF STUDENTS WITH SEND

	2019 (Exams)				2020 (CAG)			
	All students	Students without SEND	Students with EHCP (0)	Students with SEND but without EHCP (29)	All students	Students without SEND	Students with EHCP (1)	Students with SEND but without EHCP (21)
Progress 8	-0.195	-0.119		-0.694	-0.12	-0.07	-1.3	-0.55
Progress 8 English	-0.043	0.068		-0.78	-0.13	-0.05	-1.79	-0.73
Progress 8 Maths	0.115	0.181		-0.32	-0.09	-0.03	-2.05	-0.53
Progress 8 EBacc	0.186	0.267		-0.35	0.06	0.1	-0.76	0.28
Progress 8 OE	-0.883	-0.831		-1.229	-0.33	-0.29	-1.03	-0.71
Attainment 8	42.78	45.13		29.48	4.58	4.66	2.1	3.98
Average Grade English	4.79	5.05		3.31	4.81	4.91	2	2
Average Grade Maths	4.4	4.63		3.1	4.45	4.54	1	3.76
Average Grade EBacc	4.13	4.67		2.66	4.59	4.66	2.33	4.06
Average Grade OE	3.72	3.92		2.56	4.51	4.58	2.67	3.98
9-4 EngMa	62.70%	68.30%		31%	62.50%	65.40%	0	43%
9-4 Eng	76.70%	82.90%		41.40%	75.50%	78.00%	0	57.10%
9-4 Ma	69.40%	73.80%		44.80%	69.60%	72.50%	0	47.60%
9-5 EngMa	43%	47.60%		17.20%	39%	40.70%	0	28.60%
9-5 Eng	56%	61.60%		24.10%	57%	59.30%	0	38.10%
9-5 Ma	47.70%	51.80%		24.10%	55.50%	49.50%	0	38.10%
99-44 Science	55.80%	60.60%		32.10%	60.70%	61.80%	0	55.00%
99-55 Science	38.20%	43.10%		14.30%	38.70%	40.80%	0	25.00%
EBacc standard pass	31.10%	35.40%		6.90%	29.90%	32.40%	0	9.50%
EBacc strong pass	18.70%	22%		0	18.10%	20%	0	4.80%

5. UPDATE ON THE ACADEMY'S IMPLEMENTATION OF THE SEND SYSTEM

In the SEND Department, we will be fully up to date with the Assess, Plan, Do, Review cycle by the end of the summer term. More normally, subject teachers, students and parents continue to contribute to the review process as per the MAT SEND policy.

During the academic year 2020-21, there has been some necessity to deviate from this policy due to Covid 19 lockdowns. The first round of reviews was done as normal. During the lockdown of term 2, all parents /carers of students with SEND were contacted individually and asked if, in conjunction with their child, they would like to add or change anything on their SEND profile. Profiles were then updated accordingly. During term 3, the SEND Team are meeting with each student with SEND, to discuss the SEND profile and ensure all profiles are up to date in readiness for September.

Support for our students with SEND comes in many forms including:

5. UPDATE ON THE ACADEMY'S IMPLEMENTATION OF THE SEND SYSTEM

- Profiles to inform teaching
- In class support.
- Small group and 1:1 reading support
- 1:1 mentoring/coaching
- Art therapy
- Scribing, reading, prompting etc. during exams
- Bespoke furniture
- Facility management for students (e.g. locker facilities for students with personal care needs).
- Quiet Lunch Club
- Stationary such as overlays, coloured books, ergonomic pens etc.
- Fidget items for students with ADHD and/or attention needs.
- Referrals to outside agencies
- In school (and virtual) support from outside agencies such as CAT, PSS, HI and VI support.
- Educational Psychology assessments
- Passes (e.g. timeout passes).
- EHCP's
- Laptops
- TEAMS 1:1 reading support and coaching sessions.
- Use of breakout rooms on TEAMS to support students with SEND.
- SEND assessment tests available within the Academy, which are used to identify and support SEND needs include:
 - ✓ Neale: reading rate, reading accuracy and comprehension.
 - ✓ BPVS: receptive vocabulary linking to processing, writing speed, working memory, phonological skills.
 - ✓ TOWRE 2: sight word recognition, phonemic decoding, word reading accuracy and fluency.
 - ✓ CTOPP 2: phonological awareness, phonological memory, and naming necessary for accurate and fluent word recognition and spelling.
 - ✓ Visual Stress: ability to read on different coloured backgrounds and with different fonts etc.
 - ✓ Star Reading/AR: assessment of a students' reading growth.

5. UPDATE ON THE ACADEMY'S IMPLEMENTATION OF THE SEND SYSTEM

All of the identified students in Year 10 (and above) have been assessed for exam dispensation, except for two identified this week. These two students will be formally assessed by an outside assessor in September in readiness for the Year 11 mock exams. All other necessary adaptations and paperwork are in place.

Initial assessments for Year 9 students, who may need exam dispensation are complete. We have a list of students who will need to be assessed for dispensation, during the autumn 2021 term. For those students whose dispensation is at the discretion of the SENCO, all paperwork will be in place by August 2021.

During the past academic year, we have successfully applied for several EHCP's and emergency top-up funding for two students with high-level needs. This funding will be used to provide bespoke support for these students. All annual EHCP reviews have been completed and submitted to SENAR.

The 1:1 intensive reading programme has been extended this year and data shows a significant rise in both reading ages and comprehension ages for the students involved, as explained previously.

In class TA support has been impacted this year by Covid restrictions and T/GA's have adapted by taking students out of classes more often and using TEAMs to support students remotely. During this current half term, T/GA's are once again providing more in class support – a situation which will hopefully continue in September.

6. SEND FUNDING

The majority of the SEND funding is a notional budget, within the main school. The SEND budget that I oversee is £4,000, plus £4686 CRISP funding. The budget has been spent as follows (not including delivery charges):

- Exam dispensation testing £912.00
- Educational psychology reports £2,223.
- Specialist stationery (e.g. overlays /glasses tint for students £903
- Staff training books £42
- Covid stars for mask exempt students £54
- Resources for 1:1, small group work and individual testing £845
- Reprographics £1207 (this includes coloured books for students)
- Stationery including fidget items, ergonomic pens, screen overlays etc. £1,146
- Laptop (using CRISP funding) cost unknown to the SENCO.

The total spend, was approximately £7,332 (some orders are still processing and are not finalized).

The biggest changeable factor in the budget is the educational psychology cost. The cost to assess one student is approximately £600-700 and the number of assessments needed each year is very changeable.

More than half of the stationery/specialist stationery costs have been spent during the last two

6. SEND FUNDING

weeks in order to ensure all specialist resources will be ready for the next academic year.

7. STAFF DEVELOPMENT

During the past year, we have lost an experienced TA and two GA's. The loss of these staff members has had a big impact on our ability to support students with SEND. Our remaining two TA's both work part time.

The appointment of two new GA's in January 2021 has required in depth training to ensure they can:

- Support students with SEND 1:1, in small groups and in the classroom.
- Administer standardised tests.
- Prepare and deliver 1:1 reading lessons.
- Review and write SEND profiles.
- Deliver TEAMS remote support and 1:1 reading sessions.
- Deliver therapeutic sessions such as mentoring and Lego therapy.
- Liaise with, and accurately advise, parents, students and outside agencies regarding SEND practice at KESH.

This training is still ongoing. Additionally, Viv Adderley has completed an accredited CBT course during this academic year.

As the number of students with SEND increases, we need more staff to support their needs efficiently.

8. WORK WITH EXTERNAL AGENCIES

We work with various external agencies to support and assess the needs of our students. Our main professional partners are:

- Pupil and School Support Service.
- Visual Impairment service
- Hearing Impairment Service
- Health Professionals
- A private educational psychologist.
- SENAR
- SENDIASS
- Physical Disability Support Service

8. WORK WITH EXTERNAL AGENCIES

- Communication Autism Team
- Forward Thinking Birmingham
- Child Development Centre
- ADHD Team

All of these agencies contribute to ensuring our students have the best support we can collaboratively offer. However, some of these services are significantly stretched in what they can offer. For example, SENAR continues to struggle to process EHCP reviews in a timely manner. Some EHCP paperwork has not been officially updated by SENAR since 2016. This can impact timely intervention; such as change of placement for students with EHCP's.

Assessment processes have been impacted by the Covid 19 pandemic. For example, autism assessment is currently taking 12-18 months. Assessment times for ADHD have lengthened, with several assessments being paused due to the pandemic. This has meant a number of students who would benefit from medication for ADHD, for example, have been left to wait. We continue to support these students as much as possible whilst they wait for a diagnosis.

Many agencies are still working from home and are not making school visits. We continue to liaise as much as possible and have, for example, used TEAMS for meetings between outside agencies, parents, staff and students. Some outside agencies, such as the Hearing Impairment Service have continued to make essential visits to KESH in order to best support students with SEND.