

# Report to Governors on Special Educational Needs and Disability (SEND)- 2021-22 SEND Report.

Great Western Academy’s [SEND Policy](#) underpins this report and is reviewed annually as well as the [Accessibility report](#).

## Introduction:

After another challenging year in terms of the global pandemic, our ACE values remain resolute and students with SEND at GWA continue to thrive in all aspects of their education.

GWA is a mainstream comprehensive school that provides support for a wide number of SEND needs. All staff across the whole school are trained on Quality First Teaching and differentiation and specialist training is undertaken within the SEND team to support varying needs. We work closely with a range of external agencies and professionals to ensure we are personalising our support as best we can, given the disproportionately high numbers of EHCP students in our school, to allow students to access the curriculum and engage in their learning, but also ensuring we still strive for them to become as independent as possible.

We continue to offer the same model of support at GWA, which is a hub approach for each of the four main areas of SEN need. We still run three hubs of support for Communication and Interaction; Social Emotional and Mental Health; and Cognition and Learning (we currently have no students with Physical or Sensory impairment). Each hub has a Hub leader and 3 additional Learning Mentors, with support from external agencies to offer a triage assessment service and guide to intervention as well as offering training year on year. Our experienced SENDCo (Laura Winsbury) coordinates our provision and oversees the work of the hub leaders; she is also the Deputy Safeguarding Lead; a teacher of English and sits on the Senior Leadership Team.

## Current Great Western Academy SEND Profile as of September 2021

SEND students on roll

It was an exceptionally busy year with GWA continuing to attract well above National Average for EHCP and SEND K students meaning we start September 21 with the figures as highlighted below.

	Number	Percentage		Number	Percentage		Number	Percentage
Whole school	714	100	SEND EHCP	27	3.78 (4.4% of years 7-10)	SEND K	100	14 (16.2% years 7-10)
year 7	152	100		7	4.6		26	17.1

year 8	156	100		7	4.4		31	19.87
year 9	152	100		6	3.9		23	15.13
year 10	154	100		7	4.5		17	11.03
year 12	65	100		0			3	4.6
year 13	34	100		0				

The National Picture is highlighted below.

**Number and percentage of pupils by SEN provision and school type, 2019/20 to 2020/21**

	2019/20	2020/21
<b>State-funded secondary</b>		
<b>Headcount</b>	3,409,277	3,493,507
<b>EHC plans/Statements of SEN</b>	60,229	68,370
<b>EHC plans/Statements of SEN (percent)</b>	1.8	2.0
<b>SEN support</b>	379,193	401,563
<b>SEN support (percent)</b>	11.1	11.5

Profile of students as of September 2021

Across the school there are 127 students with SEN needs, which equates to roughly 18% of the school population.

Type of support	Number of students
Special educational needs support (SEN)	100
Educational Health and Care (EHC) Plan	27

	All cohort	SEN	EHCP	lateness > 10%	Absence < 90%	PP	FSM	HATS	EAL	CLA	Young carer	PCLA
All cohort	712	100	27	8	192	134	79	45	44	6	21	8
SEN		100	N/A	3	39	29	20	3	8	3	8	1
EHCP			27	1	4	6	4	1	0	0	1	2

The above intersectionality map shows the number of SEN students (highlighted blue) in various categories such as pupil premium and EAL, and the number of EHCP students in the same categories (highlighted Green), these numbers can then be compared with the whole school population.

## EHC Plans

Currently we have 27 students who have been awarded EHC plans within Great Western Academy.

Year Group	2018	2019	2020	2021
7	7	6	6	7
8	N/A	7	6	6
9	N/A	N/A	7	6
10	N/A	N/A	N/A	7
12	N/A	1	0	0
13	N/A	N/A	1	1
Total	7	14	20	27

Annual reviews continue for all students with an EHCP to ensure all the objectives are appropriate and are being met by the school. Students and Parents/ Carers are always involved heavily in the Annual review process, contributing towards and attending annual reviews and liaising with the SENDCo on a regular basis. Our Hub leads work with the SENDCo to track and monitor all EHCP students to ensure a child centred approach to their support to inform the Annual review. In KS4, Students are supported through the annual review process with their movement into further education to ensure that, as they move, the support and guidance they need is put in place.

## SEND Support

We have 100 students who are coded as school concern (Coded K). These have a wide variety of additional needs ranging from physical disabilities, low academic achievement, and medical conditions. This year we have created a “SEND watch” code for those students whose needs can be met through a combination of Quality First Teaching and pastoral support. By coding them this way, if they get into difficulty further down the line, we can work with them again with ease. We currently have 12 students who will be removed from the SEND register in January 2022 in consultation with parents.

The following table shows the number of SEN students (including EHCP students) we supported in total within the school over the last 4 years:

### Types of SEND needs.

SEN need	2018	2019	2020	2021
Autistic spectrum disorder.	4	9	10	13
Cognition and learning	4	11	15	27
Communication and Interaction	1	1	7	7

SEMH	9	17	26	35
Physical difficulty	0	0	2	3
Specific learning difficulty	3	5	7	12
Hearing impairment	0	2	2	2
Moderate learning difficulties	0	0	1	1

\*Please note there are some students without codes due to multiple needs.

\*These numbers are subject to change as students are moved on and off the register, or as in one student’s case in particular, their needs develop causing them to fit into another category on our SEND register. Students who are on a watch list no longer need support or adapted provision within the classroom as intervention has been successful and therefore could be removed from the register. The numbers within some categories may therefore be reduced as we continue through the school year.

### Identifying students with SEN.

The criteria for identifying SEND children aren’t rigid, however examples of what we could consider are listed below:

- A child’s early history and/or parental concern.
- External agency reports e.g. CAMHS or Educational Psychologist.
- Low KS2 entry profile/transition information from Primary School.
- Analysis of baseline data e.g. CAT Tests which give us Reading and Maths ages.
- A student’s lack of progress despite receiving a differentiated curriculum.
- Students requiring greater attention in class due to behavioural/learning difficulties.
- Repeated behaviour concerns.
- Students requiring specialist material/equipment or support for sensory/physical problems.
- SEND concern form which is raised by staff when a concern is noted and a range of data and information is collated to inform need to go on the register

To identify students in need we work alongside the SEND moderation criteria from the Code of Practice 2014 [SEND Code of Practice](#) to gather evidence regarding students from teaching and pastoral staff to support our assessments. In addition, we use SATs results and CATs tests to base our interventions on, especially in year 7, teacher assessment can also be used along with behaviour data entries which are used to monitor Social Emotional and Mental Health and Communication and Interaction interventions particularly. Using these results, and the information gathered, we target students in the classroom through specialised interventions run by Learning Mentors or Hub leads alongside outside agencies.

## Context of SEND support at Great Western Academy

### Support provided for academic year 2020/2021:

A Level students require limited support but those that are highlighted as SEND have all been made contact with and know where to get the support if they decide they need this.

For KS3 students there is a clear graduated response in place to support students who may need this. New students are added into interventions as the need arises and additional 1-1 support, through bespoke intervention, is at the highest end of the graduated support response and is only required in extreme circumstances and for a limited period of time.

Support is now broken into 3 distinct Waves of support for each of the hub led interventions for each year. For example in year 7 there are 3 programmes of Emotional Literacy support that each build on the previous intervention, in year 8 this programme continues again with a 3 tiered programme and again, on into year 9, providing a total of 9 interventions in this area, should a student need these, over the course of KS3. If students fail to make progress in these areas or still need further support, we have a number of 1-1 focussed interventions to ensure that higher levels of personalised support is available if required. It is important to note that we minimise taking students out of lessons as much as possible so some of these interventions take place after school for the longer programmes.

For year 7 students, transition is mainly managed by the yr6-7 Transition lead, Rachel Sparrow, who works closely with partner primaries. We also have in place a virtual tour, SEND handbook, copies of a specific SEND presentation. In July 2021, one additional transition visit per student was conducted due to the pandemic for EHCP students. A summer school was offered to all EHCP and identified SEND students, which was very positively received and well attended.

Year 7 students were carefully observed to inform support that may be needed during the first term of September 2020 with key students supported from the outset by learning mentors. The students observed were selected based on Primary School information or visits, existing paperwork received and our own observations on transition. Any other students showing concern as a result from observations were added to the list. These students were observed in a number of lessons (different subjects and times of the day) so that a comprehensive overview of need could be compiled. Our observations informed which students may need which type of specific support.

### Lockdown support.

2020/21 included a lock down for 3 months where all EHCP students, SEND K students and other identified vulnerable students were invited to attend. All students who attended on site were supported to access the remote learning timetable that was in place.

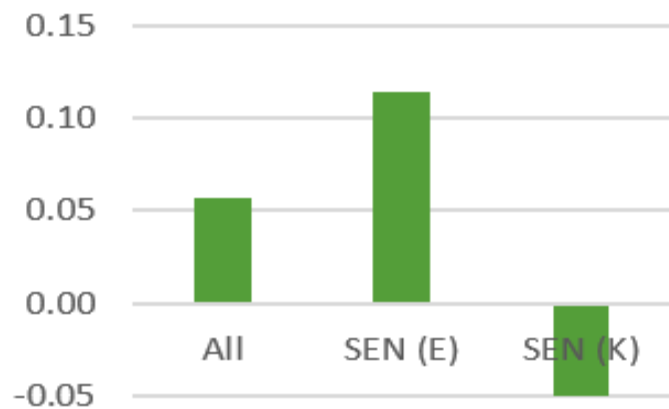
## Staffing

We appointed an Assistant SENDCO, Sarah Wallace at the end of the academic year and the SENDCO was promoted to Assistant Principal Inclusion and Wellbeing. All of these commenced as of September 2021. A new Hub leader of the Cognition and Learning Hub was appointed. There were 3 Hub Leads and 2 Learning Mentors allocated to each hub in the 20/21 year and this increased to 3 Learning Mentors per hub in September 21.

## Analysis of students with SEN progress since inception to year 9 for our highest benchmark year group.

The following data highlights the needs of our students and shows the impact our support has had on those we support based on the year 20/21

Student progress for year 9 across their 3 years' time at GWA



The information below examines the progress made last year by our then year 9 (now current year 10) cohort. As our first year group to do GCSE examinations, their progress data currently stands in for progress 8 related outcomes.

The table shows that students with an EHCP have made good progress this year and have out-performed students without SEN need, however, the table also shows that students who are SEN but do not have an EHCP (and therefore receive less support) do not make the same progress. Improving support for these students is therefore one of our priorities in 2021/22.

We also analyse progress by subject to determine where additional support may be needed.

## Review of interventions impact

### Cognition and learning Interventions

A small number of students who struggle academically drop Languages and were having additional support in key areas of English and Maths to overlearn what has been taught in lessons and pre learn key concepts. The data below shows the impact of these interventions in comparison to their peers which shows that the interventions did have a significant impact on the progress of these students.

### Cognition and Learning data across whole school progress

### Year 7 20/21

Intervention Average Progress against Expected_Summer_07	All school progress against expected summer 07	EHCP school progress against expected summer 07	SEND K School progress against expected summer 07
0.18	0.1	0.05	0.06

### YEAR 8 20/21

Intervention Average Progress against Expected_Summer_08	All school progress against expected summer 08	EHCP school progress against expected summer 08	SEND K School progress against expected summer 08
0.12	0.01	0.05	0.03

### Year 9 20/21

Intervention Average Progress against Expected_Summer_09	All school progress against expected summer 09	EHCP school progress against expected summer 09	SEND K School progress against expected summer 09
0.34	0.06	0.09	-0.05

## Communication and interaction interventions

These interventions focus largely on social skills and interactions and take place in a small group over a 6 week period. They take place at 3 different levels and are measured using internal progress measures specific to each intervention. We recognise that this is an area for improvement so this will change to being measured through whole school data for Attitude to Learning and Behaviour measures to measure the impact for the 2021/22 academic year.

## SEMH Interventions

Interventions data was measured internally again this year due to lockdown but we plan on utilising whole school measures for the 21/22 year for ATL, Behaviours and attendance data.

## Student views

On the whole student views remain that they students feel safe at school

## SEND Funding.

This year's SEN funding has been spent on the following areas:

1. Staffing
2. Staff training- Staff have received training and information regarding our SEN students, training has covered both the needs of key students and how to cater for them, with a specific emphasis on some of our more challenging students.
3. Interventions- additional English and Maths, Social skills, emotional literacy, homework support, nurture group during enrichment, break and lunch times.
4. Key workers- Weekly key worker meetings for our most needy students with learning mentors.
5. Establishing the ASDAN course- as part of our aim to include more entry level courses for low attaining students we have started to offer ASDAN to a small number of year 10 students. This includes planning and teaching time, as well as the provision of resources for practical elements of the course e.g. gardening.
6. Resources to support students in a range of areas
7. External referrals to agencies to support with specific students
8. Transition with a transition specific member of staff
9. Pastoral support
10. Senior leadership support
11. Exams Access Arrangement testing and co-ordination including staffing

## Continuous Professional learning and development.

A significant amount of training took place at the start of the academic year 2020/21 and throughout the COVID period.

Dyslexia training, Senior Mental health Lead training, NASENCO course, Self Harming, ASDAN course to lead and Attachment training.

## Work with external agencies.

We work closely with outside agencies in Swindon including the EP service, Autism Outreach (ARC) and TAMHS, they are regularly in school supporting our students and the strategies they advise us on are then included in the classroom. Their support is integral in ensuring students are supported in the best way. Other outside agencies including Speech and Language etc are far more bespoke and will support with a few individuals when needed.

## 2021/22 Priorities.



From analysing the progress of our year 9 cohort, we have identified a significant gap between our SEND EHCP students and our SEND K Students. This gap exists across a considerable number of departments. In order to address this we are:

creating more opportunities for staff to attend training in SEND support on training days, with the aim of developing their skills in delivering quality first teaching for all students.

A SEN working group has also been established as part of the ongoing CPD programme for staff, which aims to both increase awareness of SEN students and encourage staff to explore a range of opportunities for differentiation in the classroom.

Ensuring Access Arrangements are in place for years 10 and 12

Testing for potential exam arrangements in year 9

Transition

Link with school and Swindon local offer: <https://www.gwacademy.co.uk/sen>

## Contact details

SENDCo- Laura Winsbury

Assistant SENCo- Sarah Wallace

Cognition and learning hub lead- Jenny Williams

Communication and interaction hub lead- Stephen Fisher

SEMH Hub Lead- Nicola Lund

All can be emailed at [send@gwacademy.co.uk](mailto:send@gwacademy.co.uk)