

SEN Governors Report: Beechen Cliff School: 2018 – 19

1) SEN Data for Beechen Cliff

SEN Register: % SEN per Year Group & Whole School: July 2019

Year Group	Number on roll	%SEN			
		SEN Support K	E	Total	
7	181	26	4	30	17%
8	173	26	6	32	18%
9	191	26	2	28	15%
10	181	20	2	22	12%
11	199	13	3	16	8%
TOTALS	925	111	17	128	14%
12	212	17	0	17	8%
13&14	197 (409)	20	0	20	10%
TOTALS	1334	148	17	165	13%

The table above indicates an SEN population of **13%** for the whole school (including 6th Form) or **14%** for KS3 & KS4 (Y7 – Y11).

Broadly, the SEN population decreases as pupils move up through the school. This is due to a range of factors:

- The SENCo applying rigorous criteria to the SEN Register
- An over-identification of SEN pupils from primary school liaison data, which is subsequently rationalised from additional data (KS2 / CATs / reading ages)
- The effectiveness of booster support and planned interventions at KS3 - pupils moving down/off the SEN Register as a result of successful support
- The effectiveness of the guided pathway and vocationally-based curriculum arrangements at KS4
- The loss of SEN pupils during their school career due to: home/school moves, managed moves, exclusion

SEN Register: Actions taken since January 2019

- New SEN / Additional Needs Register created in Excel, including all students known to have an SEN code. This brought all 177 SEN students together in one easy-to-read document
- The register is available to all staff on the Shared Area
- Following discussion at Parents Evenings, the SEN number has now been reduced to 165 students, with the agreement of parents and students

Further Actions:

- SENCo to re-design SEN Register as required and keep updated to ensure accuracy with overall SEN numbers
- SENCo to look carefully at the new Y7 cohort for 2019/20 to ensure SEN students are appropriately coded
- SENCo to continue to scrutinise Y8 – Y11 to ensure all students are appropriately coded, with the overall aim of reducing SEN numbers
- There are an unusually large number of SEN students at KS5 (Y12&13). This should reduce naturally over the next 2 years

2) SEN Students with an Education, Health & Care Plan

- There were 19 EHC Plan students in 2018/19. In January 2019 there were 17 outstanding Annual Reviews to complete
- All of these Annual Reviews have been completed this year. A full copy of the Annual Review paperwork has been sent to parents, the local authority and a copy retained in school

Further Actions:

- There will be x3 new EHCP students starting into Y7 and x1 into Y12
- There will be 19 EHCP students overall in 2019/20 (17 in KS3/KS4 & 2 in KS5)
- SENCo to make a clear EHCP Annual Review timetable plan in September to ensure all reviews are done in a timely way
- 6 students at Y9 will require a 'transitional review', including completion of a 'My Future, My Choice' document

3) SEN Single Support Plans / Provision Mapping

- All EHCP students now have a Student Learning Profile, outlining needs and support strategies in place
- Students at K (SEN Support) do not currently have any kind of Single Support Plan in place
- There are a wide range of SEN interventions employed at Beechen Cliff outlined on an over-arching Provision spread-sheet. This document requires streamlining and updating

Further Actions:

- SENCo to agree a suitable Single Support Plan pro-forma (in liaison with MNSP partner schools)
- All students at stage E and stage K to have an individual SEN Single Support Plan to outline needs and support in place
- This is a time-consuming, on-going task that will need to be rolled up the Year groups from Y7 onwards
- Provision Map spread-sheet to be streamlined and updated

4) Exam Access Arrangements

- There are a high number of students requiring access arrangements at KS4 and KS5 (Y10 – 13). There are an unusually high number at KS5, which may be queried by the exam inspector
- In January 2019, the Access Arrangement files were in disarray, with data, signatures and required paperwork incomplete or unavailable
- All paperwork for students in Y10 – 13 is now up to date and completed. Some historical information in the files is inadequate but cannot now be changed
- A list of students in Y9 requiring assessment has been compiled, and several Y9 students now completed
- A JCQ Exam inspection in June outlined some examples of poor practice as a result of the quality of historical paperwork. An action plan has been agreed by SENCo and Exams Officer to improve our processes and procedures
- JCQ intend to conduct a full inspection next March 2020 to ensure procedures are up to standard

Further Actions:

- SENCo / Exams Officer to identify students in Y9/Y10 and complete access assessments, Form 8 and AAO process for 2019/20
- SENCo / Exams Officer to complete JCQ Action Plan in readiness for full Inspection in March 2020

5) SEN Intervention Support – provision

- The following Wave 1,2 and 3 provision is available:
 - In-class support for students at E and K for learning and SEMH needs
 - TAs to work as facilitators for all SEN students, working around the class
 - Intervention literacy & numeracy groups at KS3 (timetabled against MFL)
 - Early morning study groups (during am registration) for extra spelling / handwriting / literacy & numeracy / touch-typing / homework catch-up / study skills / mentoring
 - 1:1 targeted support in Learning Support room
 - Use of laptops / reading pens and other assistive technology
 - Reduced curriculum / adjusted timetable
 - Social Use of Language (SULP) intervention programme for Y7
 - Exam access invigilation
 - Regular input from external professional services: speech & language therapy / ASD Outreach / CAMHS / Mentoring Plus / Off The Record
 - Referral to EP Service / HERS / Paediatric services if required

6) SEN Intervention Support – effectiveness

- Broadly, the number of students on the SEN Register at SEN Support (K) reduces as they move up the school. Amongst other factors, this is an indicator that pupils with lower-level SEN needs make progress and move off the SEN Register
- Wave 1 in-class support and Wave 2 interventions are measured via whole-school data tracking, against individual student expectations and predicted targets
- Literacy progress is measured via the use of Accelerated Reader at KS3
- SULP programme has a pre and post intervention assessment tool to measure progress
- Wave 3 Speech & Language input is measured via regular specialist update assessment
- Regular annual review procedures monitor progress of EHC Plan students

Further Actions:

- Improved data tracking via a revised SEN Provision Map should ensure SEN interventions are timely and appropriate to enable pupils to achieve or exceed expectation at each Key Stage

7) Data Analysis for Y11: SEN cohort – June 2019

- Refer to T Markell for this information

8) The implications of the Children & Families Act 2014 – SEN Reforms for September 2019

The Children & Families Act became law in September 2014, introducing a range of reforms to the way SEN is managed in schools:

1. Introduction of revised codes K and E for all students with SEN needs or an EHC Plan
2. Code SEMH introduced. Mental health now recognised as an SEN need
3. SENCo to adopt a 4-stage 'graduated response' to needs: assessment, planning, monitor, review
4. Improved communication / more regular contact with parents to review progress
5. Cultural change in school towards SEN support. The expectation that 'Quality First Teaching' (QFT) will result in SEN becoming a proactive teacher responsibility with the SENCo / SEN team supporting and facilitating staff to meet their expected responsibilities
6. SEN support now expected as part of Teacher Standards

Further Actions:

- The implications of the SEN CoP reforms remain under-developed at Beechen Cliff. The expected culture of 'proactive QFT' requires considerable development
- SENCo to establish cultural reform via INSET training, staff CPD, monitoring & coaching, regular learning walks & book-looks
- These reforms will require full top-down support of SLT, within a realistic time-frame

S Bardzil – Interim SENCo
08/07/19