

SEND report to Governors - Summer 2020

Name of School: Beechen Cliff School

SENDCo: Joanna Blair

Date of report: June 2020

SEN Governor: Alex Elmes

As part of their statutory duties, Governing bodies must publish information about and report on the school's policy on special educational needs.

Inclusion at Beechen Cliff School

At Beechen Cliff School we strive to support all our pupils and enable them to reach their full potential at school. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some pupils there are occasions when additional support may be needed to help them fully access the learning environment and achieve their targets.

Our aim in the Learning Support Centre is to equip pupils with the skills to become confident in the management of their special educational needs, to become independent learners with high aspirations and to achieve their potential.

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SEND Register Data 2019-20

Year Group	Number on roll	%SEN					
		SEN Support K	%	E	%	Total	%
7	174	20	11.5%	3	1.7%	23	13.2%
8	184	19	10.3%	5	2.7%	24	13.0%
9	177	31	17.5%	6	3.4%	37	20.9%
10	191	20	10.5%	3	1.6%	23	12.0%
11	178	13	7.3%	2	1.1%	15	8.4%
Totals	904	103		19		122	13.5%
12	185	12	6.5%	2	1.1%	14	7.6%
13&14	200	20	10.0%	0	0.0%	20	10.0%
Total all	1,289	135	10.5%	21	1.6%	169	13.1%

Analysis of Results:

Nationally Special Educational Needs remain more prevalent in boys than girls. In June 2019 government statistics showed that 4.4% of boys and 1.7% of girls had an EHCP (E) plan. Similarly boys were almost twice as likely to be on SEN support - 15% compared to 8% of girls.

SEN support (K) is most prevalent among primary age pupils, before decreasing as age increases through secondary ages as intervention reduces the gap and enables progress. For EHC plans however, as age increases the percentage of pupils with EHC plans also increases, up to age 16, where nearly 4% of pupils have an EHC plan.

At Beechen Cliff 13.1% of the school as a whole (including 6th Form) or 13.5% for KS3 & KS4 (Y7 – Y11) are identified as having Special Educational Needs. This is broadly in-line with the number identified last year. However, since September 2019, 31 pupils have been removed from the register and 21 added as a result of more rigorous processes for identifying need and reviewing SEN status.

National Picture: The Children and Families Act 2014 is clear that children and young people with special educational needs (SEN) should be educated in mainstream schools and other mainstream provision unless their SEND needs require more specialist provision. 14.4% of school pupils in England are identified as having SEN; 2.8% have more complex needs, requiring an Education, Health and Care Plan (EHCP). This means that 11.6% – some 992,000 pupils – receive SEN support through their mainstream school.

Comparing the national picture in England to Beechen Cliff School:

Beechen Cliff's SEN statistics are broadly in-line with the national picture for ALL secondary age mainstream pupils.

- o Beechen Cliff has just 1.1% less than the national figure for SEN within school at 13% compared to the national figure of 14.4%
- o Beechen Cliff has just 0.1% less than the national figure for EHCPs within school at 1.6% compared to the national figure of 1.7%

Further Actions

- ▣ Further rigorous procedures for identification of need are required. Greater use of standardised assessments for all pupils on the SEN register with a learning gap will be used to identify severity of need, required intervention and progress made.
- ▣ CATS will also be used at the start of Year 7 to review whether those entering the school with SEN status still require support or whether new needs have been identified which require SEN support. These are currently planned for the first week in October and have been delayed due to Covid 19.

SEND Data by Category

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total	% of SEN Roll	National Figure
Specific Learning Difficulty	8	6	14	7	11	6	9	61	37%	20.6%
Speech, Language and Communication Needs (such as ASD)	5	1	6	0	4	2	4	23	14%	21.5%
Social, Emotional and Mental Health Needs (such as ADHD)	5	10	8	2	2	1	1	29	18%	19.6%
Moderate Learning Difficulties	3	7	6	8	6	1	2	33	20%	22%
Physical Disability (HI/VI/PD)	1	1	11	11	1	1	3	11	7%	6.9%
Other	0	0	0	2	2	2	0	6	4%	5.9%

Analysis of results

The number of pupils with a Specific Learning Difficulty at Beechen Cliff is significantly higher than that nationally for secondary age, mainstream pupils. This is possibly due to the socio-economic background of a large number of pupils at the school who have a privately obtained diagnosis of dyslexia. It is estimated that 10% of the UK population have dyslexia (4% severely). As tests are not routinely available through schools, the cost can prohibit many less affluent families from accessing a diagnosis.

The number of pupils with Speech, Language and Communication Needs is also higher than the national figure for secondary age, mainstream pupils. This is possibly due to the high number of boys with an ASD diagnosis who attend the school.

Further Actions

- ☐ SENDCo to complete leadership Post Graduate Certificate in Dyslexia to inform practice at the school in supporting pupils with this disability.
- ☐ Speech and Language Therapist to lead school wide CPD on supporting pupils with communication needs.
- ☐ New Social Use of Language intervention to be used in 2020-21 to support pupils with communication needs.
- ☐ Continue to make use of standardised assessments and professional reports to ensure that pupils' SEN needs are accurately identified and that the root cause of presenting difficulties is addressed rather than any resulting behaviour.

Exclusions for Pupils with SEND

2019-20						
Yr Group	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Number	0	3	7 (5 pupils)	19 (13 pupils)	7 (6 pupils)	36 (27 pupils)
Days	0	12	22	68	26	128
Repeat	0	0	2	4	1	7
SEN E	0	1	0	1	1	3
SEN K	0	2	2	4	1	9
2018-19						
Yr Group	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Number	4 (2 pupils)	7 (pupils)	5 (5 pupils)	8 (7 pupils)	23 (12 pupils)	47 (23 pupils)
Days	12	25	14	26	110	187
Repeat	1 (3) 9 days	1 (4) 13 days	0	1 (2) 5 days	19 (8) 95 days	22
SEN E	2	0	0	0	0	2
SEN K	0	1	3	1	3	8

Analysis of results

Fixed term exclusions for pupils with Education, Health and Care Plans are in-line with the national average for all pupils but lower than that for boys nationally. The number of exclusions for SEND pupils without EHPS is lower than the national average. The SENDCo, Joanna Blair has been added to the exclusion paperwork which means a pupil cannot be excluded without prior consideration as to whether their SEND needs were fully met.

2019-20

Year 10 - 4 pupils account for 10 FTEs and 35 days. 1 pupil had 4 FTEs (13 days). This pupil now has a personalised TT and an EHCP to support his high needs. Interventions are in place for others to reduce further incidence. Total 36 for period 2019-20 with 39 for same period 2018-19.

2018-19

Year 11 accounts for 59% of all FTE days. 8 pupils account for 19 FTE's and 95 days.

It was recognised at a pastoral level that the needs of this year group were particularly high with several interventions in place to support these.

Further actions

- ☐ The school's Public Health Nurse, Deborah Chalke will deliver training for staff in supporting pupils with ADHD. The SENDCo, Joanna Blair will continue to support pupils with a diagnosis to understand how to manage their impulsivity and de-escalate when in a heightened state.

- ② A new policy for Alternative Provision (APs) is to be created for September 2020 with careful consideration given to the effective use of APs for pupils whereby on-site mainstream education is proving unsuitable.
- ② It is recognised in school that additional support and staff training will further support pupils who have difficulty regulating their emotions and managing the classroom environment such as those with a diagnosis of ADHD.

Attendance

				95%+				90-94.99%				85-89.99%			
	Totals ALL	Totals Non-SEN	Totals SEN	All		SEN K/E		All		SEN K/E		All		SEN K/E	
Year 7	174	151	23	120	69.0%	16	69.6%	43	24.7%	7	30.4%	3	1.7%		0.0%
Year 8	184	160	24	110	59.8%	8	33.3%	62	33.7%	10	41.7%	6	3.3%	3	12.5%
Year 9	177	140	37	83	46.9%	11	29.7%	60	33.9%	14	37.8%	20	11.3%	5	13.5%
Year 10	191	168	23	109	57.1%	9	39.1%	54	28.3%	7	30.4%	19	9.9%	2	8.7%
Year 11	178	163	15	115	64.6%	14	93.3%	46	25.8%	5	33.3%	8	4.5%	2	13.3%
Year 12	185	171	14	106	57.3%	7	50.0%	57	30.8%	3	21.4%	10	5.4%	2	14.3%
Year 13	198	179	19		0.0%		0.0%	98	49.5%	10	52.6%	57	28.8%	5	26.3%
Year 14	2	1	1		0.0%		0.0%	2	100.0%	1	100.0%		0.0%		0.0%
All years	1289	1133	156	643	49.9%	65	41.7%	422	32.7%	57	36.5%	123	9.5%	19	12.2%

				80-84.99%				75-79.99%				-74.99%			
	Totals ALL	Totals Non-SEN	Totals SEN	All		SEN K/E		All		SEN K/E		All		SEN K/E	
Year 7	174	151	23	3	1.7%		0.0%	1	0.6%	1	4.3%	1	0.6%	0	0.0%
Year 8	184	160	24	4	2.2%	1	4.2%	1	0.5%	1	4.2%	1	0.5%	1	4.2%
Year 9	177	140	37	8	4.5%	3	8.1%		0.0%	0	0.0%	6	3.4%	2	5.4%
Year 10	191	168	23	4	2.1%	1	4.3%	2	1.0%	0	0.0%	3	1.6%	2	8.7%
Year 11	178	163	15	3	1.7%	0	0.0%	2	1.1%	0	0.0%	4	2.2%	3	20.0%
Year 12	185	171	14	4	2.2%	0	0.0%	3	1.6%	0	0.0%	5	2.7%	2	14.3%
Year 13	198	179	19	29	14.6%	3	15.8%	5	2.5%	0	0.0%	9	4.5%	0	0.0%
Year 14	2	1	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
All years	1289	1133	156	55	4.3%	8	5.1%	14	1.1%	2	1.3%	29	2.2%	10	6.4%

Analysis of results

SEND attendance in Year 7 and 11 is a strength.

SEND attendance in Year 8,9 and 10 is significantly below that of pupils without SEN and requires intervention.

Persistent absenteeism for pupils with SEN is more marked in Year 9 than in other years and this will require unpicking and intervention in 2020-21.

Further Actions

- ☐ SENDCo to work with the school's data manager, Attendance Manager and Pastoral Lead to ensure accurate SEND data is available weekly to monitor the attendance of pupils with SEN.
- ☐ SENDCo to appoint a Teaching Assistant to the role of SEN Attendance Champion to support the tracking and intervention of SEND attendance.

SEND Intervention Outcomes:

Intervention	Year Groups	No of Pupils	Staff lead	Frequency	Cost (based on 38 weeks)	Impact	Next steps
Support English	Year 8	16	J. Blair (SENDCo)	2 hrs weekly	£3,500	10/16 (63%) pupils meeting or exceeding baseline target grades. Pupil voice showed significant increase in literacy confidence. Standardised spelling and reading tests to track progress delayed due to Covid 19.	Baseline assessments in spelling and reading to be used to monitor progress alongside the use of teacher assessments. Improved liaison between intervention teacher and English teacher.
	Year 9	12	J. Blair (SENDCo)	2 hrs weekly	£3,500	8/12 (67%) meeting or exceeding baseline target grades. Pupil voice showed significant increase in literacy confidence. Standardised spelling and reading tests to track progress delayed due to Covid 19.	
Support Maths	Year 9	10	J. Downs (Teacher)	2 hrs weekly	£3,500	8/10 (80%) meeting or exceeding baseline target grades.	Baseline assessments in numeracy along with timetable tests to be used to monitor progress alongside the use of teacher assessments. Improved liaison between intervention teacher and maths teacher.
	Year 8	8	R. Smith (TA)	2 hrs weekly	£1,200	5/8 (63%) pupils meeting or exceeding baseline target grades. Standardised maths tests to track progress delayed due to Covid 19.	
Handwriting	Year 7-9	10	S. Jones and F. Wight (TAs)	2-3 x am reg	£1,200	Attendance at 90% with 8/10 pupils making measurable progress using the Detailed Assessment of Handwriting standardised assessment.	Improved liaison between intervention teacher and classroom teachers to monitor impact outside of the intervention.
Touch-typing	Year 7-9	10	M. McWaters (TA)	2-3 x am reg	£1,200	Consistently attended with all pupils (100%) making progress in typing speed and accuracy. The rate of progress has varied from pupil to pupil and where pupils committed to completion at home alongside time at school the best gains were seen.	To ensure this becomes a home based provision with increased liaison with parents and carers, to encourage more practise time at home and to continue to monitor progress through the Nessy Learning touch-typing data.

Lexia (literacy online programme)	Year 7-10	13	J. Blair (SENDCo)	2 x am reg plus 40 mins H/W	£2,000	Mixed success due to lockdown preventing full access for some pupils. Where pupils have fully committed the required time, there is good evidence of literacy progress being made. 100% of Yr 7 are now working at intermediate level, 60% of Year 8 and 66% of Year 9.	Appoint a Teaching Assistant to lead on the programme for 2020-21. improve pupil and parental, undertraining and engagement through more regular communication with home.
Mentoring	Year 7-10	8	Various	2 x am reg	£1,400	Pupil feedback reflects increased feelings of self-confidence and well-being as a result of entering. 50% of those receiving mentoring showed an increase in attendance when compared to the previous year.	Identify a more meaningful way of monitoring progress using jointly agreed targets with pupils. Improve staff confidence in using Solution Focused Therapy as a means of mentoring support.
Small group numeracy	Year 7-9	2	R. Smith (TA)	2 x am reg	£300	Both pupils have made one grade of progress and are now at target grade in mathematics.	Formalise this intervention next year using a specific maths programme and working closely with numeracy need to identify those in need.
1:1 numeracy	Year 12	1	S. Skabrahova (TA)	2 hrs weekly	£800	Pupil has moved up by two exam grades and has shown increased confidence in this subject.	Continue to offer 1:1 booster to VI form SEN pupils as needed.

Analysis of results

It is evident that reducing the number of SEN interventions has had a positive impact on outcomes. Unfortunately, Covid 19 meant that a number of interventions had to be paused whilst pupils were off site but plans for enabling access should another lockdown be necessary are now in place.

Further actions

- ☐ Baseline assessments in spelling and reading to be used to monitor progress alongside the use of teacher assessments.
- ☐ Improved liaison between intervention teachers and subject teachers needed to improve focus on pupil's individual areas of need.
- ☐ Further training for staff leading interventions to be provided.

Attainment Outcomes KS3

% achieving baseline target in English and Maths

	All % Eng	SEND EHCP % Eng	SEND K % Eng		All % Maths	SEND EHCP % Maths	SEND K % Maths
Year 7	78.9%	66.7% (5)	65% (20)		84.3%	100% (5)	75% (20)
Year 8	81.1%	50% (5)	68.4% (19)		89%	75% (4+1)	72.2% (19)
Year 9	66.2%	66.7% (6)	65.5% (31)		82%	83.3% (6)	72.4% (31)

Analysis of results

Pupil progress for those with an EHCP in maths is good generally.

SEN (K) progress is a general weakness.

Progress in Year 8 is a key area for support and intervention across English and maths.

Further Actions

- ☒ Regular liaison between SENDCo and HOF English and maths needed to ensure vulnerable pupils are targeted for support.
- ☒ Need for increased liaison between intervention teachers in Year 8 and 9 and mainstream lesson teachers in core.
- ☒ SENDCo to work with HOFs and Subject Leaders from the MAT to build on existing good practice in other schools.
- ☒ Monitoring of progress through standardised assessments to be used alongside teacher assessments.
- ☒ SENDCo to ensure close monitoring and intervention for Year 8 into Year 9.

Attainment Outcomes KS4

Year 10

	KS2 Prior	Stu Count	A8 Pts	Average A8 Grade	A8 Est	Eng P8	Mat P8	EBacc P8	Open P8	P8	Subject P8 (From SISRA)*
All	5.26	170	59.82	5.98	58.38	-0.804	0.668	0.809	0.084	0.241	0.36
SEN EHCP	3.43	3	25	2.5	24.48	-0.235	0.05	-0.081	0.378	0.052	0.16
SEN K	4.77	19	47.03	4.7	47.1	-1.026	0.507	0.223	-0.024	-0.03	0.01

*this compares attainment to that of others with same KS2 starting point

Analysis of results

Pupil progress in maths for those with SEN is good.

English progress for SEN pupils at K and E is below that of those without SEN, particularly SEN K.

10/22 SEND pupils are below target in English. 3/22 are significantly below.

7/22 SEND pupils are below target in English. 1/22 is significantly below.

When compared to other pupils with the same starting point, SEND pupils are making better progress than that of others with the same starting point nationally.

Further Actions

- ☒ SENDCo to work with HOF English to identify and support those with SEN who are underachieving in English.
- ☒ Pastoral team to work with the SENDCo to support attendance, welfare and SEMH needs of SEN pupils who are underachieving in core subjects.
- ☒ Additional tutoring to be explored for those with a significant gap to close that cannot be addressed through classroom support alone.

Year 11 Summer Forecast Grades

	KS2 Prior	Stu Count	A8 Pts	Average A8 Grade	A8 Est	Eng P8	Mat P8	EBacc P8	Open P8	P8	Subject P8 (From SISRA)*	
All	5.15	155	59.31	5.93	55.66	0.176	0.560	0.848	0.159	0.449	EN: 0.28	MA: 0.57
SEND EHCP	N/A	2	11.00	1.10	N/A	N/A	N/A	N/A	N/A	N/A	EN: N/A	MA: N/A
SEND K	4.72	22	45.59	4.56	44.05	-0.595	0.599	0.614	-0.104	0.165	EN: -0.46	MA: 0.78

Analysis of results

Pupils with EHCPs joined the school in Year 9 and without prior data due to not being at a level to access the KS2 SATs. It is therefore difficult to measure the progress for these pupils.

As with Year 10, when compared to other pupils with the same starting point, SEN K pupils made better progress in mathematics than that of others with the same starting point nationally. In English their progress was lower than that of others nationally and lower than that of pupils without SEN.

Further Actions

- ☐ See actions for Year 10.

Quality of Teaching and Learning for SEND Pupils

Since starting at the school in September 2019, the new SENDCo has reviewed all pupils on the SEND register, taking 31 pupils off the SEND register and adding a further 21. Single Support Plans outlining needs, quality first teaching strategies, interventions and progress have been created in triangulation with pupils and parents for all pupils on the SEND register. The Support Plans have been shared with all staff and where they are used by class teachers effectively, pupils are evidently making better progress in lessons. There is a need to embed this system in 2020-21.

The SEN faculty interventions have been streamlined and staff trained to run them. Each intervention now has a rationale and a baseline assessment in place to improve identification of needs and monitoring of progress. There is a need to embed this system in 2020-21 and for standardised assessments to be used to accurately identify needs and monitor/measure progress.

The SENDCo conducted observations of 13 lessons prior to lockdown in March 2020. It was evident in the first term that staff did not have the detailed level of knowledge needed to effectively differentiate lessons for SEN learners and that staff had fewer interactions with SEN pupils than with other pupils. Feedback was delivered to staff in staff briefing, asking staff to read and utilise the information shared in individual Support Plans, focus on the effective deployment of TAs in the classroom; identify vulnerable pupils in their seating plans and display key words in their lessons. The SENDCo made Learning Objective and Key Word signs for classrooms and distributed these to all staff.

Subsequent SEN focused learning walks in January 2020 showed that in just under half of the lessons visited, staff had SEN and PP pupils marked on their seating plan and key words displayed and referred to within the lesson. There was evidence of teaching assistants roaming more in the classroom and working with a wider variety of pupils resulting in increased teacher interaction with vulnerable learners. The most effective lessons visited heavily featured targeted questioning. Not only did it ensure vulnerable pupils could be clearly supported, it resulted in more engaged and focused pupils more generally in these lessons. Where the Learning Objective and Key Word signs were in use, the direction of the lesson and the learning that is expected of pupils was clearer. Pupils in lessons where L/Os were displayed or had at least been shared with the pupils were better able to articulate what they were doing and why they were doing it. These learning walks highlighted a number of areas of best practice amongst staff but also highlighted the need for all staff to fully include vulnerable learners in their planning and delivery of lessons.

The heightened focus on Key Words has helped to support all learners, but particularly lower ability pupils. Teachers, pupils and TAs have all commented on the positive impact an increased focus on Key Words is having in their classrooms.

A lot of work has also gone into making the system for identifying and assessing pupils for examination access arrangements clearer and more effective. An examination access policy is now in place and all pupils with potential exam access needs in Year 10 have been identified and assessed and it is hoped that assessing pupils prior to the end of Year 9 in future will allow pupils greater opportunities to practise this as a 'normal way of working' and thus make better use of any agreed concessions.

It has certainly been a busy year in SEN with many new systems and policies being created to improve the mechanisms for identification and the support given to vulnerable learners. Next year, there will be a focus on embedding these new systems into the wider school and monitoring their impact.