



KING EDWARD VI  
SHELDON HEATH ACADEMY

## **Report to Governors on SEND**

Date: November 2019

SENCO: Arvine Bird

Governor Attached to SEND: Roy Palmer

## 1. SCHOOL PROFILE

KESH fully complies with the King Edward VI MAT Special Education Needs and disability Policy. Currently, there are 159 students on the SEND Register – 67 girls and 92 boys. This equates to 13.1% of the students on roll at the Academy (14.9% nationally).

Many students have more than one area of need; the needs of our students with SEND are:

Speech, language and communication: 31 students

Cognition and learning: 68 students

Social, emotional and mental health: 63 students

Physical and/or sensory: 69 students

Amongst these students, 21 students currently have a diagnosis of ASD or Asperger's'. Currently, there are 5 students with an EHCP (0.4% of KESH students, 3.1% nationally) and there is one application for EHCP is pending.

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
31	1	68	1	63	2	69	1

## 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
- 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, the "assess, plan, do, review" cycle is used to implement bespoke and appropriate support. 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.

### **3. PROGRESS MADE BY PUPILS WITH SEND**

The progress of GCSE students with SEND in the June 2019 exam series was below that of other students (see data below). However, scrutiny of performance on a student by student basis clearly indicates that it was closely linked to the SEND needs of individual students; the performance of students whose needs were not SEMH was on par and at times better than that of their peers.

Along with in class support and 1:1 support for students with SEND, last year we trialed 1:1 out of class support for Year 7 students with the lowest reading ages, using Precision Teaching methods. As a result of the positive impact of this intervention (assessed using AR reading tests and the BPVS test), this support has been extended to students in Year 8.

To further improve the progress of students with SEND, we are working to improve parental engagement; research shows that strategies used at school are most effective when replicated at home (for example when a student with SEND completes homework).

#### 4. PROGRESS AND ATTAINMENT OF STUDENTS WITH SEND

	All students	Students without SEND	Students with EHCP (0)	Students with SEND but without EHCP (29)	Attainment gap
<b>Progress 8</b>	-0.195	-0.119		-0.694	
<b>Progress 8 English</b>	-0.043	0.068		-0.780	
<b>Progress 8 Maths</b>	0.115	0.181		-0.320	
<b>Progress 8 EBacc</b>	0.186	0.267		-0.350	
<b>Progress 8 OE</b>	-0.883	-0.831		-1.229	
<b>Attainment 8</b>	42.78	45.13		29.48	-15.65
<b>Average Grade English</b>	4.79	5.05		3.31	-1.74
<b>Average Grade Maths</b>	4.40	4.63		3.10	-1.53
<b>Average grade Science (x2)</b>	4.59	4.83		3.21	-1.62
<b>Average Grade EBacc</b>	4.13	4.67		2.66	-2.01
<b>Average Grade OE</b>	3.72	3.92		2.56	-1.36
<b>9-4 EngMa</b>	62.7%	68.3%		31%	
<b>9-4 Eng</b>	76.7%	82.9%		41.4%	
<b>9-4 Ma</b>	69.4%	73.8%		44.8%	
<b>9-5 EngMa</b>	43%	47.6%		17.2%	
<b>9-5 Eng</b>	56%	61.6%		24.1%	
<b>9-5 Ma</b>	47.7%	51.8%		24.1%	
<b>99-44 Science</b>	55.8%	60.6%		32.1%	
<b>99-55 Science</b>	38.2%	43.1%		14.3%	
<b>EBacc standard pass</b>	31.1%	35.4%		6.9%	
<b>EBacc strong pass</b>	18.7%	22%		0	

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

The "assess, plan, do, review" cycle is up to date - including assessment and provision for all students new to the Academy. Subject teachers, students and parents continue to contribute to the review process as per the MAT SEND policy. This process is a rolling system with one- or two-year groups being reviewed every month through to May. In June, every student with SEND completes a self-review which is assessed by a member of the SEND team. Students' SEND profile are updated after each full review; where appropriate there are updated after the self-reviews too.

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

- 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 in the large toilet 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 support from outside agencies such as CAT, PSS, HI and VI support.
- Educational Psychology assessments
- Passes (e.g. timeout passes).
- EHCP's
- Laptops

Students in Years 10, 11, 12 and 13 have been assessed for exam dispensation where appropriate; where exam dispensation is awarded, all identified support is in place. Following guidance from PSS, we have recently invested in further testing resources for speed of writing, phonological awareness, phonological memory and rapid naming in order to pinpoint needs even more accurately. This will enable us to match support with needs more closely.

Currently, we have one outstanding application for an EHC plan that has been submitted to the local authority (LA). Additionally, several parents have applied for EHC plans during the last year, but none have been granted by the LA. One is currently awaiting a tribunal response.

## 6. SEND FUNDING

The majority of the SEND funding is a notional budget, within the main school budget. However, SEND funding can be used for:

- Exam dispensation testing
- Educational psychology reports.
- Specialist stationery for students e.g. overlays, ergonomic pens etc.
- CBT student workbooks
- Spelling resources

Resources for students (for example suitably coloured pads)

## **7. STAFF DEVELOPMENT**

In addition to training undertaken by the whole staff body during the last year, members of the SEND team have received the following training:

- Art therapy training
- Precision Teaching training
- Autism and Anxiety training
- Memory and Processing needs
- First Aid
- Understanding Behaviours that Challenge

The SEND team is updated regularly on the changes in SEND provision in Birmingham.

## **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, plus an authority educational psychologist
- SENAR
- Physical Disability Service
- Communication Autism Team
- Forward Thinking Birmingham

All of these agencies contribute to ensuring our students have the best support we can collaboratively offer.