



SENCo Annual Report to Academy Improvement Board 2018 – 2019

SEND Register as at January Census 2019

Year	Total In year	Number of students with EHCP	Number of students SEND Support (K)	% School Population SEND
Year 7	215	2	31	15%
Year 8	204	1	18	9%
Year 9	231	3	19	10%
Year 10	245	1	19	8%
Year 11	227	3	15	8%
Year 12	38	1	2	8%
Year 13	81	0	4	5%
Totals	1241	11	108	10%

Educational Health and Care Plans (EHCP)

At the start of the year there were 10 students with an EHCP; two were subsequently given places at special school.

MBA has applied for 8 EHCP over the academic year. Statutory assessment was agreed for all applications and all students were issued with plans.

Two EHCP were applied for in Year 7 although 1 student was permanently excluded before his plan was agreed.

Six students in Year 9 were assessed for plans and these were agreed: one student went EHE before the plan was drafted; one has been recommended for special school; one has moved to another mainstream provider and three remain in school.

One student in Year 10 was granted an EHCP and remains in school.

One Year 11 student, EA, had his EHCP finalised in September 2018. It was recommended that he should have gone to special school, however a placement could not be found and he was placed at Myerscough College on dual roll. Although this placement broke down in December 2018, the local authority sourced a bespoke package for 1:1 tutoring and he was only entered for functional skills in English and Maths. Significant work was done with him to support his emotional regulation and improve his social, communication skills so he has been accepted back on a course at Myerscough in September 2019.

Total High Needs Top Up Funding £ 146, 095

Learning Support Facilities and Staffing 2018 - 2019

Learning Support Facilities

Learning support includes 2 classrooms, with computers, Safe Space , a Nurture room (the Bridge), a quiet zone (Reading Room), 1:1 room, VI room and office space but this is not networked.

Learning Support Staffing

SENCo

Anne Rickards B.Ed (hons), National Award for SEND Co-ordination , Postgraduate Certificate in Specialist Teacher for SpLd, AMBDA, APC- expires Oct 2019

2 HLTA Specialist maths and SEND

8 x Level 3 TA

5 x Level 2 TA

ARC Facilities

The ARC has 4 Classrooms (1 is now used by 6 Day Provision), a kitchen/dining area, a 1:1 room (rainbow Room) a toilet and Office space for 3 staff.

ARC Staffing

Assistant HeadTeacher – Andrew Armitstead

ARC Manager – Ailsa Bunch Sept - Dec2018, April – Jul 2019 Suzanne Brookes Parry

TA Level 3 Jo Lamb until May 2019

HLTA 5 hrs a week delivering literacy

From Jan 2019

2 x Level 3 TAs

1 x Level 2 TA

Learning Support Facilities and Staffing 2019 – 2020

Learning Support Facilities

Learning support includes 2 classrooms with computers, Safe Space, a Nurture room (the Bridge), a quiet zone (Reading Room), 1:1 room, VI room and office space for exam concessions/access this is not networked.

Learning Support Staffing

SENCo

Anne Rickards B.Ed (hons), National Award for SEND Co-ordination , Postgraduate Certificate in Specialist Teacher for SpLd, AMBDA, APC

Tess Davies – Trainee SENCo – currently accessing National Award for SEND Co-ordination qualification (completion June 2020)

1 x HLTA

7 x Level 3 TAs

4 x Level 2 TAs

2 x Apprentice TAs

ARC Facilities

The ARC has 3 Classrooms, a kitchen/dining area, a 1:1 room (Rainbow Room) a toilet and Office space for 3 staff.

ARC Staffing

ARC Manager – Suzanne Brookes Parry

1 x TA Level 3

9 x hours core subject specialist teaching per week

8 x hours non-core teaching with subject specialist teachers

2 x hours PE with PE specialist

Provision

The SEND department provides a variety of support and interventions, these include:

- TA in class support
- Differentiated curriculum planning, delivery and resources
- Catch up literacy and or numeracy in small groups/1:1
- Handwriting
- ICT support e.g. laptop/ Ipad for recording work
- Dyslexia programme (Nessy)
- ICT – Read/Write programme
- EAL (Specialist EAL teacher)
- Specialist Teacher SpLD, ,HI
- Lunch and break club
- Check in
- Brain gym/strength group/yoga
- Homework/ Study skills club
- Exam support
- Targeted 1:1 teaching
- Power of 2
- Better Reading Partners
- Social Communication skills
- Monday Club
- Nurture
- Individualised curriculum access/support
- Key worker
- Enhanced transition from year 6 into 7
- Anger management/ Zones of Regulation
- Confidence /self esteem
- Exam preparation
- Anxiety support
- 1:1 withdrawal

GCSE Outcomes Report 2018-19

Headline data:

	2016-2017		2017-2018		2018-2019	
	A8	P8	A8	P8	A8	P8
All SEND	3.5	+0.45	3.4	-0.27	3.38	-0.54
SEND Support	3.7	+0.52	3.4	-0.44	3.81	-0.35
EHC	3.1	+0.27	3.9	+0.71	1.22	-1.48
EHC – EA*					1.83	-0.576
Non SEND	4.2	-0.32	4.0	-0.49	4.11	-0.47

- There were three EHC students which is a small cohort. One student (EA*) had a P8 score of -3.29. With him removed, P8 for EHC cohort is -0.576. EA did not access his education at MBA from Easter when in Year 10.

Focus for 2019-2020:

1. Establish robust tracking of progress through the Endeavour cycle each half term
2. SEND pupils to be standing agenda item on Pastoral meeting cycles
3. Half termly progress reports and action as required following Endeavour cycle
4. Homework/ catch up /revision sessions to be held at lunch time
5. Targeted support in class for Year 9, 10 and 11
6. Advice about option choices for SEND students
7. Booster English and Maths options for Year 9 students
8. Maintain termly SEND parent meetings
9. Updated student profiles to IEPs including three targets
10. Increase scrutiny on impact of TA support
11. Improve working relationship with lead for teaching and learning to ensure quality-first teaching with regards to differentiation for SEND students in the classroom

Subject data:

English Language

	2016-2017		2017-2018		2018-2019	
	Average Grade	Pupil progress	Average Grade	Pupil progress	Average Grade	Pupil progress
All SEND	2.8	-0.16	3.3	-0.32	3.5	-0.45
SEND Support	2.9	-0.09	3.3	-0.35	3.7	-0.48
EHC	2.3	-0.39	3.0	-0.13	1.5	-1.19
Non SEND	4.1	-0.46	4.0	-0.41	4.2	-0.41

- 2018-19 Average grade score has improved from the previous year for **SEND Support** students although pupil progress has fallen
- **All SEND** students progress is broadly similar to **Non SEND**
- Progress for EHC students has not improved from last year. EA did not sit English Language as he completed Level 1 Functional skills writing

English Literature

	2016-2017		2017-2018		2018-19	
	Average Grade	Pupil progress	Average Grade	Pupil progress	Average Grade	Pupil progress
All SEND	2.5	-0.55	2.6	-1.09	3.4	-0.56
SEND Support	2.8	-0.34	2.6	-1.17	3.6	-0.70
EHC	1.7	-1.19	2.5	-0.63	2	-0.65
Non SEND	4.2	-0.48	4.1	-0.48	4.2	-0.44

- **All SEND** progress has improved from previous year although not as well as **Non SEND**
- **SEND Support** progress has improved from previous year
- EHC students' progress is not as good as previous year this is in large part due to EA not sitting English Literature

Maths

	2016-2017		2017-2018		2018-2019	
	Average Grade	Pupil progress	Average Grade	Pupil progress	Average Grade	Pupil progress
All SEND	3.3	-0.14	3.5	+0.07	3.6	+0.02
SEND Support	3.1	-0.25	3.3	-0.16	4	+0.03
EHC	3.7	+0.20	5	+1.47	0.5	-1.49
Non SEND	4.0	-0.47	4.2	-0.28	4	-0.49

- There is a 3 year improving trend for **SEND Support** in both average grade and progress
- **All SEND** progress is half a grade higher than **Non SEND** students
- **EHC student progress and average grade is not as good as previous year** this is in large part due to EA who did not sit maths GCSE but completed Level 1 Functional skills

SEND Disadvantaged

Please see appendix

A Level – Year 13

	SEND A level		Whole School A Level		SEND Vocational		School Whole Vocational	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Number of students	6	4	78	81	1	3	44	51
Av grade at A Level	C+	D+	C-	C-	P	D	M+	D+

- A level SEND Average grade is not as high as previous year. Sample includes fewer students
- Vocational grade has improved from previous year but is lower than whole school