

Annual SEN Report 2016-2017

Evaluating the Effectiveness of School A's Provision for Pupils with SEND

The Annual SEN Report should be read in consultation with the SEN Information Report, the SEND Policy and the Accessibility Plan.

This report reflects how Excelsior Academy has used SEN funding to meet pupils' needs.

Context:

Excelsior Academy has a significantly higher than national average proportion of pupils identified as SEND.

32% of pupils are currently registered as SEND.

The largest area of need is MLD (moderate learning difficulties). Other large areas of need are pupils who are identified as:

- SEMH (Social Emotional and Mental Health)
- SLCN (Speech Language and Communication)
- SPLD (Specific Learning Difficulties)

We also have smaller numbers of pupils who are registered as:

- HI (Hearing Impaired)
- VI (Visually Impaired)
- PD (Physical Disability)
- ASD (Autism)

Overview of Performance, Interventions and Progress:

- KS5 performance for pupils with SEN is acknowledged to be outstanding
- KS4 performance: Attainment 8 = 38.2, Progress 8 = 0.47 5A*-C including English and Maths = 24.4%
- KS3 performance: Pupils who regularly attend lessons perform in-line with national trends and government guidelines
- Attendance for pupils with SEND is within national average - 95% but slightly below the government expectations of 97%. Attendance of SEND pupils does not differ significantly from those pupils who do not have SEND.
- Exclusions – we have had 6 permanent exclusions for pupils with SEND since 2013
- Engagement in clubs – over a third of pupils with SEND attend a variety of clubs and extra-curricular activities including; drama, music, fashion show, Christmas and Easter shows, sports clubs, Duke of Edinburgh awards, IT club, helping out at parents evenings and other events where pupils are required to support visitors.

- School council – pupils with SEND are strongly represented on student councils across the academy at all key stages. In particular we have representation from pupils who have EHC plans in our key stage 3 and 4 student councils.
- Pupils receive intervention in a variety of formats; writing, reading, spelling, behaviour for learning, Forest Schools, phonics, emotional and well-being. All pupils receiving intervention are set targets and progress towards targets is closely monitored and reviewed.

Staff Training and Expertise:

Speech Language and Communication – for all support staff and subject representatives for teaching – February 2017

Occupational Therapy Techniques for all support staff – October 2016

Differentiation for all staff – June 2015 and November 2017

Art Therapy – June 2017

Forest Schools – Summer 2016

Working with Outside Agencies

Educational Psychology have been working with pupils with significant learning and emotional difficulties. The work carried out includes observations in lessons of pupils causing concern, 1:1 work the pupils, meetings with staff who teach the pupils involved, meetings with parents and carers. All of this information provides a rounded view of the pupil needs. The Educational Psychologist will then provide recommendations of how to support the pupil, these are shared with all staff to support planning and differentiation. Involvement from this service has identified a number of pupils who have moved on to gain top-up funding and/or and EHC plan.

SENTASS complete assessments for dyslexia, dyscalculia and Speech and Language. All reports are shared with teaching staff and have contributed towards a clearer understanding of the pupils learning needs which has impacted on differentiation and, in turn, improving progress for the pupils.

Art Therapy is available for those pupils who struggle to express their feelings and needs verbally. As a direct result of this therapy pupils emotional well-being has improved allowing them to focus more on their learning.

Speech and Language Therapist has provided resources and training for staff and worked with pupils on a weekly basis to support their learning needs. This work has given pupils more confidence and improved their self-esteem in lessons.

Pupils Views:

Pupil views have been gained through the following avenues:

- Pupil reviews
- School Council
- Pupil questionnaires

“I really like coming to school and the teachers really help me with my learning.”

“Sometimes I don’t really understand what to do but the teacher always tells me in a way that I get it better.”

“I was really scared of numbers but now I don’t find Maths too hard anymore.”

Pupils receiving intervention have also commented that they like to get extra support for reading and handwriting and they like the small groups they work in when they do this

Parents/Carers’ Views:

Include how you have obtained these and detail any recommendations or suggestions from parents and carers which you are acting upon and/or add quotes from parents.

Book look weeks-

SEND reviews-

Parents Consultation evenings-

Gathering stakeholder views via a programme throughout the year.

“I am very proud of my child’s achievements this year. She has worked so hard. I would like to thank all members of staff for all your hard work.”

“We are really pleased with our child’s progress this year. We think he has had a very good relationship with his teacher who has been very supportive and helped him come along with reading and writing.”

“A lovely insight into how our child is progressing in school! We know he enjoys school and is happy there which is great.”

“Very impressed with our child’s progress. Thank you to Mrs Brown and all the early years team for such a fantastic and supportive environment.”

“Very impressed with my child and how far she has come on since starting Rainbird in a short time. I feel as though she is learning more.”

“Very happy with the support my child gets of her teacher. I am very happy with everything.”

“My daughter is so happy to be part of Excelsior school. She has achieved and improved so much over the years.”

“My child has come so far since starting nursery. I am so proud of her. Well done and thank you to Rainbird Primary and Mrs de Oliveira.”

“I am pleased with my child’s progress this year and know he is happy in school. He always comes home with stories on what he has done and love interacting with the chicks!”

"I am very happy with my child's report. She has come on fab since coming to the school."

"I am thrilled with my child's progress this year, she has grown in so many ways and really enjoys school life and her teachers. It was an absolute pleasure to read her report which was so detailed and complimentary."

All our outcomes will be reviewed and evaluated on a termly basis and uploaded here.

What OFSTED says...

We are currently undergoing an inspection and will be able to update this section when the report is officially released.

Link to Local Offer

Date: