

The Cotswold School

SEND Report to Governors

June 2018

Profile of Pupils with SEND (June 2018):

	Number on SEN register	Number of EHCPs	Number of SEN Support	
			Number of MP+	Number of MP
Year 7	29	0	0	29
Year 8	29	2	1	26
Year 9	24	6	0	18
Year 10	24	0	2	22
Year 11	17	2	0	15
Year 12	5	1	0	4
Year 13	1	0	0	1
Total	129	11	3	0

Total number of pupils on SEND register = 129 = 9.79% (nat. avg. = 12.7%)

Total number of pupils with EHCPs = 11 = 0.83% (nat. avg. = 1.7%)

Based on 1318 school roll and government data for state-funded secondaries in 2016. (Source: <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2017>)

Gender of Pupils on School's SEND register:

	Boys	Girls		Boys	Girls
KS3	49	33	KS4	27	14
Year 7	21	8	Year 10	15	9
Year 8	15	14	Year 11	12	5
Year 9	13	11	KS5	6	0
			Year 12	5	0
			Year 13	1	0

Areas of Need:

	Specific Learning Difficulties	Moderate Learning Difficulties	Speech, Language & Comm.	Autistic Spectrum Disorder	Social, Emotional, & Mental Health	Hearing & Visual Impairment	Medical & disability	Other
KS3	30	10	5	4	24	3	3	3
KS4	13	4	1	1	18	1	1	2
KS5	1	0	1	3	0	0	1	0
Total	44	14	7	8	42	4	5	5

Other Vulnerable Groups:

	KS3	KS4	KS5
Total number of SEND pupils who are Pupil Premium	27 Year 7 = 7 Year 8 = 11 Year 9 = 9	7 Year 10 = 11 Year 11 = 3	0
Total number of SEND pupils who are Looked After	3	0	0
Total number of SEND pupils who are Service Children			

Qualifications and Skills of Teaching Assistants

	Qualifications	Preferred Subjects
N Full time	HLTA (2008)	English
M 4 days (Tu,W,Th,F)	Introduction to ASD (including social stories) Supporting disabled pupils in PE Manual handling First aid Supporting reading and writing Understanding Language (June 2017)	English Textiles
L Full time	NVQ Early Years Level 1 and 2 Numeracy Manual Handling Incontinence care and catheterising	Art, Textiles, PE and DT Behaviour related Looking at Mental Health courses
L Full time	First class BA with Hons Sociology	
A Full time 17 hours TA 20 hours SEN admin	RSA 3 Typewriting NVQ 3 Supporting Teaching and Learning Communicate in Print Autism Training Earlybird Plus Programme (home/school ASD)	Maths Textiles Food
D 2 days (M,Tu)	Bachelor of Medicine (GP)	
A (3 days)	BA Honours Fine Art and History of Art Hospital Play Specialist course	Timetabled by Art department
J Full time	Admin at The Cotswold School for many years	Humanities but willing to support in any subject. Prefers KS3
A 4 days (Tu,W,Th,F)	BSc Agriculture and Animal Welfare C + G Supporting Teaching and Learning in School	ON PARENTAL LEAVE WITH SICK CHILD
J Cover 2 days TA 2 days (W,Th)	BA and MA in Poland Teaching English as a foreign language in Poland Basic Life Support Training	Maths
A Full time	BA Art	LEAVING TO DO TEACHER TRAINING

N 4 days (M,Tu,W,Th)	NVQ 3 Teaching and Learning in Schools Total Communication (Makaton, etc) TA Overcoming Barriers Autism Spectrum Teacher Training Earlybird Plus Programme Communicate in Print Minibus driver	DT
A Full time	HLTA 2008 Art and Design Foundation Course	Maths
C 3 days (M,Tu,W)	BSc Food technology Speech and Language input from advisor	Maths
P 4 days (M,Tu,Th,F)	Secondary Behavioural Management Word Processing Level 1 and 2 OMD Hotel and Catering Speech and Language input from advisor	Willing to do any training/any department
T Full time	Came here 15 years ago from Bourton Primary	Maths

Staff Training:

Ji: PAPA (specialist assessor) – ongoing, ADHD Foundation Understanding and Supporting ADHD April 2018

CTh: PAPA (specialist assessor), OLM (Oral Language Modifier), Suicide Prevention, How to Beome a Mental Health Champion

AM: ATL Teens, Turmoil & Transition: Mental Health in Adolescence Feb 2018

MB, DF, CT, TW: On-line Level 2 Food Safety and Hygiene for Catering

All TAs: Advisory Teacher (Maria Line) Strategies to help reduce anxiety October 2017

On-line “Prevent” training

Identification of Pupils with SEN/disabilities:

Year 6 transition form: attached separately

In-house referral form:

REFERRAL TO LEARNING SUPPORT

Pupil	Year Group	Attainment in your subject	Your concerns and recent evidence	Your support / interventions to date

Access Arrangements for Examinations:

	25% Extra Time	50% Extra Time	Private Room	Reader	Scribe	Prompter	Rest/toilet Breaks	Laptop	Alternative Site
KS4	58	1	11	14	8	3	2	26	0
KS5	19	0	3	1	2	1	2	12	0

External Agencies working with us:

Advisory Teaching Service

Educational Psychology Service

Teens In Crisis

School Nurse/ School mentor/ School Counsellor

Young Glos/Youth Support

SENDIASS

Speech and Language Therapy Service

Local GP surgeries

Pupil Progress:

Progression towards individual targets is reviewed via the Pupil Profile reviews and Annual Reviews.

Current Year 11 Progress and Attainment in Jan 2018 (15 SEND pupils):

	Below Target	On Target	Exceeding Target
English Language (no data for 2 students)	7 (47%)	6 (40%)	0 (0%)
English Literature (no data for 2 students)	5 (33%)	8 (54%)	0 (0%)
Maths (no data for 2 students)	11 (73%)	2 (14%)	0 (0%)

Gender	% Att	EAL	SEND	FSME6	PP	U/M/L	La Tgt	La Att	Lt Tgt	Lt Att	Ma Tgt	Ma Att	Sc Tgt	Sc Att	Bi Tgt	Bi Att	Ch Tgt	Ch Att	Ph Tgt	Ph Att
M	96.5		E		Y	L	3		3		3		3							
M	97.6		K			M	4	3M	4	5L	5	4H	4	5L						
M	83.5		K			M	5	1H	5	2L	6	2H	5	3H						
M	97.6		K			L	3	3L	3	3L	3	2M	3	2H						
F	98.8		K			L	3	3M	3	4M	3	2M	3	3L						
M	94.1		K			M	4	3H	4	4L	5	4L	4	4M						
F	92.4		K			M	4	4L	4	4L	4	4L	4	4L						
M	86.9		K	Y	Y	M	4	4L	4	4L	4	2L	4	3M						
F	94.1		K	Y	Y	M	4	4L	4	4L	4	3L	4	4L						
M	92.4		K				4	2M	4	3L	5	5L	4	4L						
M	97.1		K	Y		M	5	6H	5	5M	5	4M	5	5L						
F	95.3		K			U	6	4M	6	4M	7+	6H			6	4H	7+	5M	6	5H
M	98.8		E								2		2							
M	94.7		K				6	3L	6	3M	4	2L	5	2H						
M	82.4		K				6	3L	6	3M	6	5L	5	4H						

Summary of Strengths, Challenges and Areas of Development

Strengths:

- Two qualified teachers in the department
- Literacy – Impact of interventions

Year 7 & 8 Catch up readers 2017-18

rs 2017-2018	Test Date	CA	RA	SS	Test Date	CA	RA	SS	Outcome from Sept	Test Date	RA	SS	Outcome from Dec	
	13.09.2017	11:07	10:03	94	Dec '17		14:0	112	RA+3.09	Exited programme				
		12:02	5:06	<70	Dec '17		5:06	<70						
		11:02	9:03	91	Dec '17		10:11	98	RA+1.08					
	12.09.2017	11:07	6:07	74					Left	Left				
		11:05	7:06	82	Dec '17		8:6	85	RA+1.00					
		11:10	10:03	92	Dec '17		9:7	87	RA-0.8	NOT YET RETESTED 15.6.18				
		11:02	7:00	80	Dec '17		8:1	87	RA+1.01					
		11:06	10:03	94	Dec '17		9:7	89	RA-0.8	23.5.18	11:04	96	RA+1.09	
		11:08	8:10	86	Dec '17		9:7	87	RA+0.9	23.5.18	11:08	96	RA+2.01	
		11:06	10:03	94	Dec '17		12	101	RA+1.09	Exited programme				
		11:02	10:03	96					Not on programme					
	11.09.2017	11:02	6:07	77	Dec '17		5:9	<70	RA-0.10	15.6.18	9:07	87	RA+3.10	
		12:00	6:10	73	Dec '17		10:7	91	RA+3.09					
		11:06	10:03	94	Dec '17		12:3	103	RA+2.00	Exited programme				
		11:06	6:05	73	Dec '17		9:11	91	RA+3.06		9:07	86	RA-0.4	BUT +3.02 from Sept
		11:08	8:10	86	Dec '17		9:11	90	RA+1.01		10:11	93	RA+1.0	
		11:06	7:06	81	Dec '17		11:4	98	RA+3.09	Exited programme				
			9:3	86	Dec '17		10:7	91	RA+1.04	15.6.18	11:04	92	RA+0.9	
			6:5	<70	Dec '17		10:3	89	RA+3.10	23.5.18	13:03	104	RA+2.0	
			8:10	83	Dec '17		9:7	83	RA+0.9	15.6.18	10:07	85	RA+1.0	
			<5;6	<70	Dec '17		5:9	<70	RA+0.3					
										15.6.18	9:03	82		
	Exited programme in Nov						9:11	93						
							9:7	90		15.6.18	10:11	94	RA+1.04	

- TA / Teacher relationships
- TA / Pupil relationships
- Relationships with parents
- Support for EHCP pupils and EHCP reviews
- Reviewing of pupil progress
- Increased ability to test for learning difficulties
- Primary / Secondary transition
- Teamwork – adaptable and flexible
- Quality of relationships and support from local community e.g. GPs, leisure centre, PCSO

Challenges:

- Increasing numbers and with higher levels of need at SEN support level, spread across four teaching groups so difficult to provide in class support / withdraw for intervention
- Ongoing staffing issues – Long term absence because of child illness
Assistant SENCo leaving in February
New Y7 with EHCPs - one expected in January, now four
- Inability to staff interventions due to the increasing cover needed for Exam Access arrangements particularly as Y11s with EHCPs not sitting many GCSEs and so still needing TA support
- Development of more personalised timetables for students with very high need

Areas for Development:

- To further develop the intervention programme in KS3
- To develop greater budget awareness and analysis of the cost effectiveness of interventions
- To encourage increased extra-curricular participation of SEND students
- To reduce PABs levels amongst SEND students
- To continue to work with the Inclusion Manager to ensure co-ordinated support for students
- To better equip staff to produce differentiated resources suitable for pupils working at KS1 expectations
- To increase shared teaching / visits to primary schools
- To improve knowledge of specific provision at special and AP schools

KS3 Reading/Handwriting/Numeracy interventions proposed mid-June to mid-July:

For min. 2x30min sessions/wk

	Reading	Handwriting	Numeracy
Year 7		5	7
Year 8	8	6	12
Year 9	9	5	