

Special Educational Needs and Disability (SEND) Governor's Report – January 2019

Evaluation of SEND Provision and Student Progress

Summary

- An independent review of Special Educational Needs and Disability (SEND) provision at the school in January 2019 confirmed that Wallingford School continues to provide an inclusive education for SEND students enabling equality of opportunity and high achievement for all students, regardless of specific need or disability;
- This is despite the school seeing a significant increase in the number of students on the SEND register. In April 2015 there were 94 students, 110 in 2017 and for this academic year the number rose to 152. The number of students with Education, Health and Care Plans (EHCP) has also slightly increased from 11 last year to 13 in 2018/19;
- Wallingford School aims to be above the National Average for its SEND students and to close the gap for our SEND students to all students nationally. Attainment and progress in 2018 at Wallingford continued to be above the National Average for SEND students but remains slightly below that for all students. The Progress 8 score for the SEND cohort was above the National Average overall and although stronger for Maths, the English score was an improvement from 2017;
- Whilst the robust programme of intervention for English and Maths at Key Stage 3 (Years 7, 8 and 9) continues to make a difference to SEND students with 74% on or above target in English and 55% for Maths, the recent review suggests increased interventions at this key stage moving forward;
- Attendance of SEND pupils is good with an absence of 9% compared to 11% nationally with the independent review commenting that SEND pupils are generally safe and comfortable in school and the nurturing approach of the team is working well;
- The Special Educational Needs Co-ordinators (SENCOs) continue to successfully develop the community around SEND within the school and with parents. The work with feeder primary schools and the Parents Forum have been particularly successful in ensuring a smooth transition for students coming to Wallingford School.

Analysis of Numbers of Students on the SEND Register

At present there are 152 students on the register at Wallingford School. 13 of these students have Education, Health & Care Plans (EHCP), the other 139 are in the SEND group. Two of the students with EHCP are in the 6th form, the other 11 are in years 7-11. This compares with 2017 when there 129 students on the register, 11 with Statements and 118 in the SEND group.

- 80 of the 150 (Year 7-11 students) are on the register with Cognition and Learning as their primary need (including dyslexia). In 2017 the number was 79 of the 129;
- 40 are on the register for Communication and Interaction Needs as their primary need (including those on the Autistic Spectrum). In 2017 there were 29;
- 27 are on the register with Social, Emotional and Mental Health Needs (including those with ADHD). In 2017 there were 18;
- 3 are on the register with Sensory & Physical Needs (not including 4 Sixth Form students with sensory needs). In 2017 there were 3 on the register.

Please note that students may appear on the register for more than one reason.

Analysis of SEND GCSE Results 2018

Students are now evaluated using the Progress 8 measure. Progress 8 aims to capture the progress a student makes from the end of their primary school education to the end of secondary school. It is a type of value-added measure, which means that students' results are compared to the actual achievements of other students with the same prior attainment. It considers 8 subjects that include English, Maths Ebacc subjects and other high value qualifications.

Progress 8 is not a great measure for many SEND students as often students do not take full buckets of Progress 8 subjects and for whom vocational options are often better suited to their interests but which do not count towards the performance tables. Wallingford School has an inclusive ethos and a strong moral purpose in our curriculum offer, with the needs and life chances of pupils being prioritized over exam results and accountability measures.

In addition, when analysing our results, it is important to understand our identification of SEND students. For SEND, we nominate students in this category according to the Oxfordshire SEND Guidance Criteria. However, whereas many schools continue to report on this total group throughout their school life, at Wallingford School we often remove students from this list once they start to make good progress. Therefore, the number of SEND students on the register in Year 11 is typically small (between 10 and 15 students) and means fewer poor performers can influence results of this cohort.

The school strongly believes this is the right approach but it can mean our results for our core SEND group by Year 11 can look worse compared with other schools who do not take the same approach to reporting SEND results. In order to be completely transparent, the results in this report are presented as three sets of data relating to overall Progress 8, English GCSE and Maths GCSE results between the different SEND student groups as follows:

1. The Year 11 SEND Group but not including the very small number of students with Education, Health & Care Plans at the time of taking GCSE exams;
2. The Historic SEND Group which relates to students who were on the SEND Register lower down the school but then removed due to their good progress;
3. The combined SEND (1) and Historic SEND (2) Groups

	SEND Group	Historic SEND Group	Combined	National
Progress 8	-0.23	0.24	0.05	-0.44
English GCSE	-0.41	0.20	-0.10	-0.04
Maths GCSE	0.36	0.54	0.45	-0.02

The Progress 8 score for low prior attainers is 0.04, a positive score. The SEND Group at Wallingford overall Progress 8 score (-0.23) was above the National Average (-0.44) and for students with an ECHP (-0.40) compared to -1.04 nationally.

The final results for Maths GCSE are very strong and in line with our predictions, based on the regular tracking of student progress, at +0.36 for the SEND Group and +0.54 for the Historic SEND Group and an improvement over 2017. The progress made by these students is above the national average for all students.

For English GCSE the results were not as strong as Maths but actually better than our predictions with -0.41 for the SEND Group and 0.20 for the Historic SEND Group. The results continue to be a reflection of the difficulty our SEND students had with the introduction of the more academically demanding new exam specification. The SENCOs continue to work with the English department to adapt the way the school teaches and to focus on more Nurture Interventions in KS3.

Year 11 Progress Data (Jan 2019)

Wallingford School internal progress reporting shows that the current Year 11 SEND cohort are on track for a strong GCSE performance in the summer. In English the current SEND Support group show 67% of students meeting or exceeding the national average for both Maths and English, and 60% for all subjects. If this performance is maintained in the actual GCSE exams in the summer this would be a significant increase from the previous two years.

The school continues to focus on improving the progress of SEND students and this has included the alignment of more senior teachers in Maths to focus specifically on SEND students, trialling of 1:1 support for those with reading concessions in English exams and more focus on English Nurture interventions in KS4.

SEND Performance at Key Stage 3

With a robust programme of intervention for English and Maths in Key Stage 3 (years 7, 8 and 9) the school is continuing to make a difference to SEND students. Across this key stage, 74% of students in English and 55% in Maths are on target to reach results that would reflect the progress made by the top 20% of students nationally, a slight increase from last year. The school is confident with this programme that these results will continue into Key Stage 4.

The following table shows whether the SEND students in each year are on track to achieve their projected KS4 *expected grades.

Year 7 SEND	English 17/18	English 18/19	Maths 17/18	Maths 18/19
Above Target	8%	17%	11%	14%
On Target	72%	71%	72%	66%
Below Target	19%	11%	17%	20%

Year 8 SEND	English 17/18	English 18/19	Maths 17/18	Maths 18/19
Above Target	0%	3%	7%	0%
On Target	71%	66%	46%	50%
Below Target	29%	31%	46%	50%

Year 9 SEND	English 17/18	English 18/19	Maths 17/18	Maths 18/19
Above Target	9%	13%	3%	3%
On Target	50%	50%	35%	28%
Below Target	41%	38%	62%	69%

* Expected grades generated by FFT20 model, reflecting progress in the top 20% of the country.

SEND Attendance Sept 2017 to July 2018

Whole school attendance for the period September 2017 to July 2018 was 94.45% for Years 7-11 and 92.55% for Year 7 to 13.

- EHCP students' average attendance was 90.61%
- SEND Group students' average attendance 85.85%
- Combined EHCP & SEND Support Group average attendance 86.14%

The recent independent review rated the attendance of SEND pupils as good with a lower level of absence than the national average. Persistent absences of SEND Support students is 20% compared to 30% nationally.

As would be expected the rate of exclusion and late room incidences is higher in the SEND cohort (65.88%) than in Non-SEND (34.12%) in 2018-19, with the most common incidences being for verbal abuse and physical assault against a pupil. Again, due to the small number of students in the SEND cohort a small number of pupils are responsible for these levels.

In addition to the overall school plan to raise whole school attendance, there is a plan of action for any SEND student where their attendance causes concern and the SENCOs provide advice to the Senior Leadership Team (SLT) in managing these pupils.

Analysis of Quality of Student Profiles

A profile is written for every student on the SEND Register. Profiles outline their strengths and needs, are outcomes based and provide strategies for teachers and teaching assistants to support these outcomes. Each profile is reviewed three times each year on average. Following the recent review the SENCOs plan to consider trialing a more detailed needs map of individual SEND pupils to show identified provision alongside a year group by year group.

Interventions

The school invests in a range of interventions to address needs identified in student profiles for individual or groups of SEND students, this includes:

- Raising Achievement and Progress (RAP) Interventions. English set up collaboratively with English and SEND Department;
- English and Maths Nurture Interventions;
- 'LEXIA' computer based programme for reading, spelling and comprehension;
- 'Read, Write Inc. Fresh Start' for reading, spelling and comprehension;
- Social & Communication skills intervention (Talkabout);
- 'Reading Fantastic' to improve reading;
- Learning Mentors from the Communication and Interaction Service working specifically with students on the Autistic Spectrum;
- The provision of laptop computers to support students who struggle with writing;
- Sibling support (SIBs)
- Seven Steps to Spelling

Support from External Agencies

- Educational Psychologist – 5 days' support per year. The educational psychologist's time is used for students with significant learning or emotional, behavioural or mental health problems, training for staff and support for parents through the Parents' Forum;
- Communication and Interaction Service – supporting students with Asperger's Syndrome and Language & Communication difficulties;
- NHS Speech & Language Therapy – support students with minor or significant difficulties with speech;
- Teacher of the Deaf – supports students with profound or partial hearing impairments;
- NHS Children's Therapy Team (Occupational Therapy & Physiotherapy) – support for students requiring occupational therapy and physiotherapy;
- Children's Social Care Team – supporting students with family difficulties;
- Child and Adolescent Mental Health Service (CAMHS) – for students with mental health difficulties;
- YOT and YOT Health Nurse – Youth Offending Team and Nurse supporting students who have broken the law or are at risk of breaking the law;
- Meadowbrook College - a referral unit for students with social, emotional and mental health problems;
- Visual Impairment Service – supporting students who have partial or no vision;
- Physical Disability Support Service – for students who have some degree of physical disability.

Staff Training

The school employs a mixture of external and internal training to ensure that staff have the necessary skills to be able to support our SEND students.

External Training

- SENCOs continues to attend Local Authority and Regional Training Agency sessions to keep up to date with Code of Practice;
- 3 Teaching Assistants have attended LEXIA training;
- Staff INSET delivered by Teacher of the Deaf and Physical Disability Support Service;
- New SENCO studying National Award for SEN Co-ordination (PG Cert Education).

In house training

- Weekly SEND department meetings to share effective practice;
- Teaching Assistant training for delivery of English and Maths interventions;
- Whole staff INSETs delivered by SENCOs on topics including 'Closing the Gap/ Use of Task Management Boards', 'Deployment of Teaching Assistants in lessons', 'SEND Learning Walks';
- Teaching Assistants attended school 2 day 'Teaching & Learning' Conference;
- Feedback to teachers and teaching assistants following programme of Learning Walks.

Links with Home

The SENCos, Heads of House, ReFLEX Team and Deputy Head Teachers meet with parents regularly in response to any concerns or difficulties. There are currently 21 Team Around the Family (TAF) meetings running in addition to several pieces of family work not included in a TAF.

Additionally, Wallingford School has appointed a new Home School Link Worker to support students and families experiencing difficulties.

There is a Parents' Forum for parents of students with SEND. This meets once or twice each term. It was set up by the SENCo to offer support and information to parents. Parents have reported that it is helpful to share similar concerns and successes with others, enabling the Forum Group to become mutually supportive. Meetings have included discussions on a variety of subjects including a talk from the Educational Psychologist on self-esteem, Option choices, SEND Code of Practice, supporting difficult behaviours at home, transition from primary school to secondary school. The Forum is also used to solicit ideas from parents on how the school can better support SEND students and one recent example relates to the GCSE Options Evening and the introduction of a special quiet period for those students with autism before the main evening starts. This approach was trialled in 2018 and due to its success is now due to be continued for 2019.

SEND Residential

We continue to have the opportunity to take a group of SEND students away for a two-day residential each year. This is kindly funded by the Walter Bigg Trust and enables the students to attend without incurring any costs. Each time students have been taken to the PGL outdoor activity centre at Liddington. Students, with a range of difficulties and disabilities, participate in a variety of challenging activities which boost confidence. Additionally, they are encouraged to work in teams which fosters a caring and supportive atmosphere.

Additional SEND Information

More detailed information included the school's SEND Policy, Information Report, SEND Prospectus and Disability and Access Plan can be found on the school website at www.wallingfordschool.com/index.php/documents/category/17-send.

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