

Annual SEND Report for Governors for the Academic Year 2024-25

School:	Ansford Academy
SENCO:	Mrs Rebecca Wood
Date of report:	02.12.24
SEN Governor:	Mrs Laurie

Academic Year 2023-24

SEND profile for last 12 months

Overview of last academic year's SEN register cohort:

- *number of pupils on SEN register: **117***
- *number of pupils with Education Health and Care Plans: **24***
- *number of pupils on SEN register as a percentage of pupil population: **22.4%***
- *number of pupils according to primary need (as on census)/gender/other characteristics:*
 - *Pupil premium: **41***
 - *Looked after child or previously looked after child: **LAC: 4, PLAC: 4***
- *number of children joining the register:*
 - **Y7 -23 (from primary - previously on SEND register)**
 - **Y8 - 1 (in year transfer on SEND register)**
 - **Y9 - 0**
 - **Y10 - 1 (in year transfer)**
 - **Y11 - 2 (Emerging physical disability & SEND need)**
- *number of children coming off the register during this year:*
 - **Y7 - 3 (1 EHE, 2 specialist school placements)**
 - **Y8 - 0**
 - **Y9 - 4 (1 EHE, 3 in year school transfers)**
 - **Y10 - 0**
 - **Y11 - 0**

Academic Year 2024-25

SEND profile for this Academic Year

Overview of current SEN register cohort:

- the number of pupils on SEN Support: **82**
- the number of pupils with an EHCP: **31 (+ 2 in assessment phase)**
- the total number of pupils on the SEN register: **117**
- number of pupils on SEN register as a percentage of pupil population: **21.6%**
- number of pupils according to primary need (as on census)/gender/other characteristics:

- Pupil premium: **34**
- Looked after child or previously looked after child: **LAC: 4, PLAC: 5**

Commentary

The number of students on the SEND register has remained static, with an increase in SEND E students. This is largely due to in-year EHCP applications as the number of SEND E students entering in year 7 across the last two years has been similar (6 in 2023/24 and 7 in 2024/25). This shows that our process for identifying increasing SEND needs is successful as we have had a number of successful EHCP applications.

We have a high proportion of ‘doubly disadvantaged’ students - almost 25% of our SEND students are also in receipt of the Pupil premium.

National data shows that we have over double the average cohort size for students with EHCPs:

	National %	School %
EHCP	2.7 (secondary)	5.9
SEN Support	12.9 (secondary)	15.7

Of the pupils on our SEN register, the number and percentage in each of the four broad areas of need (as defined in the SEND Code of Practice) at Ansford are as follows:

- communication and interaction - 18
- cognition and learning - 50
- social emotional and mental health - 42
- sensory and physical - 2

There are 3 SEND students with secondary areas of need identified (1xSEMH, 2xC&L). Of these, one student is also identified as PP.

Additionally, of the 9 students who are LAC/PLAC, 8 are on the SEND register, with 5 having EHCP’s. This shows that we have a small number of students who are ‘triple disadvantaged’, which will impact on the provision required to meet need.

Statement regarding overall quality of provision for pupils with SEND

Outcomes for pupils with SEND (academic and wider outcomes)

	2023				2024			
	No. of students	Eng/Ma 9-7%	Eng/Ma 9-5%	Eng/Ma 9-4%	No. of students	Eng/Ma 9-7%	Eng/Ma 9-5%	Eng/Ma 9-4%
SEND E	3	0	0	0	4	0	0	0
SEND K	12	0	8.3	16.7	16	0	0	6.3

SEND N	19	5.3	15.8	31.6	13	0	0	23.1
Non-SEND	82	4.9	41.5	67.1	81	4.9	35.8	60.5
Gap		-4.9	-33.2	-50.4		-4.9	-35.8	-54.2

SEND gap has widened slightly from 2023/24 - 2024/25. The 2023/24 SEND cohort was heavily impacted by persistent attendance issues.

KS4 progress data 2023-24

	P8		A8		Eng/Ma 9-5%	
	<i>Ansford</i>	<i>National</i>	<i>Ansford</i>	<i>National</i>	<i>Ansford</i>	<i>National</i>
SEND E	-1.35	-1.13	17.8	14.2	0	7
SEND K	-1.18	-0.45	17.84	33.1	0	21.6

SEND E & K students made less progress than similar students nationally (Gap: E = -0.22/K = -0.73). However SEND E students secured a higher than average attainment 8 score, which is a strength, particularly given that SEND E results were significantly affected by persistent attendance issues.

The gap in SEND K students is more concerning and needs to be addressed for 2024/25. Attainment 8 scores and students achieving 9-5 in Eng/Ma are both significantly below National data. This may be due to the majority of SEND K needs being met in class, due, in part, to the limitation of resources (e.g. TA support is targeted to SEND E students). CPD on adaptive teaching is a focus for 2024-25.

Effectiveness of leadership and management for SEND

In 2023-24, the SENCO role was shared between an experienced SENCO and a newly trained SENCO. The experienced SENCO had oversight of KS4. Leadership has now moved to one SENCO only, as their experience has grown. The team had a number of significant staffing changes, with the Deputy SENCO leaving mid-year, which resulted in a restructure to include a specialist SEND teacher who is responsible for SEND intervention.

For 2024-25 onwards, the SEND team is now formally structured:

SENCO - strategic oversight of whole school SEND and SEND team. Directly line manages Deputy SENCO and two SEND teachers.

Deputy SENCO - operational management of The Bridge and supporting role to the SENCO. Has a teaching commitment.

SEND identification lead - organisation of Dyslexic screening, WRAT testing, mentor to SEND intervention lead, delivers functional skills English to yr 10 curriculum support students.

SEND intervention lead - collection of impact data, home-school relationships, running of SEND learning bridge

Strengths:

- Well qualified and specialist SEND team.
- Learning Bridge provision for highest needs students has improved attendance.

- Reporting system for SEND identifies progress against academic and wider SEND targets as a more effective measure of progress.
- A formalised SEND referral system is in the process of being embedded this year, having been introduced in 2023-24. This helps to facilitate the early identification of SEND as set out in the Code of Practice (2015)

Areas for improvement:

- Teachers do not yet consistently adapt lessons to meet learning needs of students with SEND
 - whole school focus in 24-25 of lesson cycle should lower cognitive load for students
 - staff training on adaptive teaching techniques (use of show-me boards, timers)
- There are gaps in the implementation of the curriculum in the Learning Bridge
 - The expectation is that all students bring work from lessons to complete in the Bridge. This isn't possible for all lessons (e.g. practical lessons/lack of teacher input). The Deputy SENCO is developing resources for core subjects initially which following curriculum maps, to ensure learning is always accessible and in line with the whole school curriculum.
- KS4 outcomes have been historically low.
 - Development of Functional Skills qualification for curriculum support students (from y10 onwards) to support progress and attainment in GCSE Eng/Ma.
 - Year 11 curriculum support sessions focus on overlearning and filling gaps in missed learning.
 - Targeted support for yr 11 SEND E students in line with EHCP requirements.
 - Development of KS3 curriculum (as an OFSTED priority) for longer term impact.
- Ofsted, Oct 23 cites QA processes as an area of improvement.
 - SEND QA is part of the whole school QA process.
 - This includes focus on adaptive teaching
 - SENDCo completes additional lesson drop-ins for SEND students. Term 1 & 2 has focused on lesson observations of EHCP students.
 - Some elements of good practice and some areas for development e.g. there are a number of teachers who adapt learning appropriately for SEND learners and promote an inclusive environment but this is inconsistent across teachers.

Personal development, behaviour and welfare of pupils with SEND

Classcharts behaviour data 2023-24:

	Positive points	Negative points	Ratio
SEND	41,732	-4206	91%

SEND Conduct
01/08/2024 - 11/12/2024

Name ↓	Positive	Negative	Ratio
NO SEN	81758	3833	96%
SEN	18998	1705	92%

This data shows that SEND students have a smaller ratio of positive:negative behaviour points and that therefore more negative behaviour is seen in SEND compared to Non-SEND students. This isn't surprising given the nature of some SEND needs (e.g. SEMH needs and difficulty regulating emotions). This justifies the inclusion of SEMH based interventions such as nurture and ELSA, which are showing to have a positive impact.

Reasonable adjustments are made for students with SEND in behaviour consequences as set out in statutory guidance on behaviour. Suspension is always a last resort.

Initial behaviour data from 2024-25 shows a slight improvement in behaviour of SEND students from 91 - 92%

Attendance

In 2023-24 attendance of SEND students was 85.78%, which shows an improving trend over the past three years.

In 2023-24, attendance of SEND E students was 86.4% compared to 81.8% nationally and 79.3% in the South West. This is an area of strength, suggesting that we're meeting the needs of SEND E students effectively.

Attendance of SEND K students was 81.6%, which compares with 85.5% nationally and 84.1% in the South West. This is a continued area for improvement. There is a 3 year trend of improvement, which shows that we're moving in the right direction. The SENDCO and attendance lead meet fortnightly and work closely together to meet the needs of these students.

Exclusions:

	<u>2023-24</u> (includes repeat suspensions)	<u>2024-25</u> (to date - Nov 2024)
SEND K	74	7
SEND E	10	5

Destinations

Not all SEND student destinations have been **verified**. The following data shows verified placements (Total SEND students = 23)

FE: 1

Apprenticeship: 1

Employment: 1

Repeat yr 11: 1

2023-2024 Achievement of pupils with SEND

KS4

Data is taken from the end of year exams:



Year group	SEND status	A8		Eng & Ma 9-5%	
		<i>Ansford</i>	<i>National (2023-24)</i>	<i>Ansford</i>	<i>National (2023-24)</i>
Y10	SEND E (N=5)	30.60	14.2	20	7
	SEND K (N=11)	26.11	33.1	9.1	21.6

Initial data for year 10 indicates that we are tracking above National averages for SEND E students in terms of their progress 8 measures and % Eng & Ma 9-5 grades. This is a small cohort so the impact of one student is relatively large.

SEND K students are tracking below National averages, particularly in % Eng & Ma 9-5 grades and this is an area of focus for 2024-25.

KS3

Data is taken from the end of year exams for each cohort:

	SEND status	Avg grade	Avg. Att to learning	Avg. Ind learning	Oracy
Year 9	E	Bronze =	1.3	1.4	2.1
	K	Bronze =	1.9	2.0	2.0
	Non-SEND	Silver +	1.9	1.9	2.0
Year 8	E	Bronze =	1.7	1.9	2.4
	K	Bronze +	2.1	2.2	2.3
	Non-SEND	Silver +	1.8	1.9	2.1
Year 7	E	Bronze =	2.1	1.7	2.4
	K	Silver -	2.0	2.1	2.4
	Non-SEND	Silver +	1.8	1.7	2.2

KS3 data shows that SEND E students in all years, & SEND K students in year 8 & 9, are working below age related expectations (ARE; this is considered to be a 'silver' grade) compared to their non-SEND peers who are working at ARE on average. This is despite attitudes to learning being fairly equal across SEND statuses. This may indicate that barriers to learning for our SEND students are not being effectively reduced, despite learners' positive attitude to learning. Independent

learning may be an additional barrier for SEND E students in year 9, when compared to their non-SEND peers.

SEND K students perform better in year 7, meeting ARE, though they are still working slightly below their non-SEND peers. Attitude to learning and independent learning aren't significantly different for SEND cf. Non-SEND students. Again, this may indicate that barriers to learning for SEND E students are not being overcome effectively enough.

Cognition and Learning is our highest area of need across all year groups, which is reflected in this data.

SEN policy

The SEN Policy was last reviewed by the FGB in July 2024. Changes included updates to the SEND provision and use of the Learning Bridge, together with minor updates on staffing, staffing structure and interventions offered.

The SEN Policy is available on the school website.

SEN information report on school website

- The SEN information report was last reviewed in November 2023 and is due for renewal. It meets statutory requirements as set out in the SEND code of practice (DfE, 2015)

2023-2024 Statutory assessments

Use and effectiveness of access arrangements

- Staff feedback from end of year exams (2023-24) logged on central spreadsheet
- Staff completing NWOW form
- List of students initially collated in y9
- External exams assessor to determine final EAA
- SENDCO liaises with exams officer regularly and following mocks to ensure correct access arrangements are in place for the final GCSE exams.

2023-2024 Accessibility plan

- Adopted December 2023. Due for update Dec 2024. This is on the school website.

2023-2024 SEND budget and spending

Notional SEND budget = £357,492. The entirety of this budget is spent on whole school resources and staffing (including TA's) to support students.

IAR = £99.124 This is additional, banded funding for SEND students (though this isn't ring-fenced to individual students). This is included in the whole school budget and is allocated towards teaching assistants, SEND teachers and meeting the requirements of students EHCP such as running specialist intervention programmes (like ELSA) and alternative provisions.

SEND department budget

£3,000 per year, only £886 spent (dyslexia screener & general resources)

Additional funding received:

£354 for Widget software from Somerset Parent Carer Forum (Autism in Schools project)

£2,000 - Autism in Schools project funding (not currently spent - move to 24/25)

£5,000 - Sheila Coates Foundation funding (not currently spent - move to 24/25)

The impact of funding allocation on SEND can be evidenced by the positive impact of interventions and in meeting the requirements of students EHCP's where adult support is stipulated.

Money from the Autism in Schools project and Sheila Coates Foundation has led to the development of facilities, initially through two new reset rooms. These give us an additional

resource to allow students to regulate and help to separate emotional regulation spaces from learning spaces. Student and staff voice reflects the positive nature of this.

2024-2025 SEND budget and spending

Notional SEND budget = £352,370. The entirety of this budget is spent on whole school resources and staffing (including TA's) to support students.

IAR = Estimated (as run by financial year) £145,000

£1500 annual budget:

- £885.95 spent to date (Dyslexia screener, iXL classroom license, annual THRIVE license, photocopying, general resources)

Additional budget:

£2,000 - Autism in Schools project funding (not currently spent - moved from 23/24)

- state plans

£5,000 - Sheila Coates Foundation funding (not currently spent - move to 23/24)

- state plans

2024-2025 Staffing for SEND

SENDCO - RW (0.8 FTE)

Deputy SENDCO - RJ (0.8 FTE)

SEND intervention lead - DP (FT)

SEND Identification lead -JR (0.28 FTE)

Teaching Assistants:

All TA's are keyworkers for a number of SEN E & K students and support students in lessons. All TA's are trained in delivering ReadingWise and THRIVE aware.

- RR (0.84 FTE) - Runs dyslexia screening sessions, leads the Y11 curriculum support group and supports with ReadingWise sessions.
- DH (0.9 FTE) Supports with ReadingWise sessions and the year 10 curriculum support groups.
- PC (0.6 FTE) Runs our social-communications group and ELSA sessions
- GH (FT) - Lead ELSA. Assists with Forest School
- SW (0.4FTE) - Runs lego therapy sessions.
- SF (FT) - Runs small group mentor sessions, handwriting support, assists with Forest School.
- CM (0.6 FTE) (Currently off on long term absence). Runs social-comms group.

Interventions - Number of children it's affecting and impact. Value for money. 2023 - 2024

The following interventions were offered for SEND students:

- Social-communications group (Cup of Tea) group (Based on Talkabout resource)
- Forest School
- Dancing Bears reading intervention
- 1:1 nurture sessions
- Curriculum support
- SEND and behaviour intervention.

Students remained in an intervention for the whole year.
SDQ data was collected at the start and end of the year for Forest School and Social-comms group:

Social-comms group:

1 hour per week run by a TA

TOTAL Students	29
Positive progress (no. of students)	18
% positive progress	62%

Forest School group:

5 hours per week run by specialist forest school teacher

TOTAL no of students	24
Positive progress (no. students)	18
% positive progress	75%

Dancing Bears (reading intervention)

This is a phonics based literacy intervention delivered in a maximum of 1:3 TA: student ratio. Students participate a minimum of 3x20mins per week. 18 KS3 students participated in this programme, based on baseline reading age data from Oct 2023, with those with a reading age below the age of 8yrs selected (based on programme recommendations). Exit reading age data (June 2024) showed that 11 students (61%) made positive progress.

Nurture sessions

These were 1:1 sessions run by a specialist SEND teacher (now SEND identification lead) for 6 weeks. Students were selected based on need (e.g. high behaviour need/low attendance). Only three students accessed this intervention due to the nature of the students and their ability to engage. Progress was measured through Boxall data (on entry and exit), with all students making progress in all development strands identified as their areas of need.

SEND & behaviour intervention

Run by a senior member of staff looking to develop their SEND expertise, They had completed a Level 3 diploma in Autism and an ADHD qualification for teachers. Three students at risk of exclusion were identified and completed a 6 week intervention programme. SDQ data was collected on entry and exit, with an average positive progress of 36%. Behaviour data is shown below:

Class Chart Points		
Conduct score 01.08.2024-23.04.2024	Conduct score 24.04.2024 - 25.05.2024	Change
40.2%	72.1%	Increased 31.9%
52.3%	57.5%	Increased 5.3%
50.5%	54%	Increased 4.5%

Support to learn requests			
Support to learn requests 24.04.2024 - 25.05.2024	Retracking 24.04.2024 - 25.05.2024	Overall suspensions	Suspension 24.04.2024 - 25.05.2024
5	0	19 days	0 Days
12	0	12 days	0 Days
8	2 full days	1 day	2 Days

Curriculum support:

5 hours per fortnight run by a TA. Yr 11 GCSE data indicates this didn't have the desired impact and this format has been changed for the current year 10 cohort.

2024 - 2025

When determining students to access interventions this academic year (2024-25), a range of factors were considered:

- EHCP requirements
- SDQ data from last year (where applicable)
- Behaviour conduct scores
- Transition information

This is the first year that allocation of interventions has been data driven.

The following changes have been made for 2024-25:

- Introduction of ELSA (2x staff trained using funding from the Autism in School project) due to a rising SEMH need (this is now our second highest area of need)
- ReadingWise (for all tier 4 readers who are 2+ years below their chronological reading age). Students access this for 3x20mins a week in tutor times. They work independently on a computer based programme, tailored to their initial reading age and the programmes own diagnostic test. This replaces the 'Dancing Bears' intervention as it can support a larger number of students (all tier 4 students; N = 66), is evidence-based and used by a number of other schools in the MAT. Initial results indicate overall positive progress in reading age.
- Lego therapy (social-comms and fine motor skills). This was introduced to meet some EHCP requirements. It develops social-communication skills and fine motor skills. It's more suitable for students who work better in a smaller group than 'Cup of Tea' club. Sessions are run as a maximum of 1:3 TA:student. It runs for 1 hour per week.
- Handwriting intervention. Run for 1 hour per week.
- Functional Skills English delivered during Y10 curriculum support time to support attainment in GCSE English. Students who achieve Level 2 functional skills can use this to access post-16 provision (it's broadly considered equivalent to a grade 4 at GCSE)
- iXL online package purchased for students with gaps in learning. Used during curriculum support time. This uses AI to set English and Maths work appropriate to the students level. It can be used to identify gaps in learning and then sets learning plans to address these gaps.

CPD for SEND

2023 -2024:

- Good Autism Practice delivered through the Autism in Schools project to the whole teaching & TA staff body.
- Leadership training in developing an inclusive environment for students with Autism (part of the Autism in Schools project).

- Staff access to the National College resources.

Planned CPD for 2024 - 2025:

- ReadingWise (SEND department)
- THRIVE (SEND department)
- ELSA (SEND department)
- SDQ training (SEND department)
- Use of passports (Teaching staff and SEND department)
- Use of Somerset Graduated Response Tool delivered to middle leaders and teachers (Teaching staff)
- SEND identification training & reporting tool (Teaching staff and SEND department)
- Adaptive Teaching strategies - delivered through INSET and regular items in the staff bulletin
- DNAV training for SEND department staff (delivered by EP)

2023-2024 Pupil voice

- Student voice was collected around the use of funding from the Autism in Schools project and Sheila Coates project led. This led to the development of two 'reset' (sensory) rooms
- ReadingWise was piloted with the year 7 Tier 4 readers. Pupil experience was used as one of the determining factors in implementing this reading programme.

Plans for 2024-2025 Pupil voice

- Planned student voice around the quality of SEND provision, interventions offered and development of an outdoor 'Trim Trail' using funding from the Sheila Coates Foundation.

2023-2024 Parent/carer voice

There have been the following opportunities for parents/carer voice around SEND provision:

- The SENCO is available at all parents evenings to meet with parents of SEND students (this hadn't happened previously)
- A y7 SEND settling in parents evening was implemented at the start of Autumn term . This allowed the SENDCO to meet with year 7 parents and review the provisions in place for them, following their pre-school entry planning meetings.
- The 'Somerset Parent-Carer Forum' ran parent support sessions (x5) for parents of neurodivergent students.
- A parent information session was delivered by a member of the neurodevelopmental pathway team. This was for all parents with students on the pathway or about to start the pathway.
- Parents afternoon tea event for students transitioning into y7 in Summer Term 2. This was an opportunity for parents to meet members of the SEND department, view the facilities and see the activities their student had been involved in as part of the enhanced transition package.
- Regular items in the Families Bulletin signposting students to additional support.

Plans for 2024-2025 Parent/carer voice

Continue with:

- SENDCO/Deputy SENDCO available at all parents evenings to meet with parents of SEND students
- y7 SEND settling in evening at the start of Autumn term 2
- Parents afternoon tea event for students transitioning into y7 in Summer Term 2.
- Regular items in the Families Bulletin signposting students to additional support.

External agencies

2023 -2024:

The following external agencies were involved in 2023-24

- Access to Inclusion Team involvement.

Support was sought for two students last year. One year 7 boy with an EHCP & SEMH needs with a number of exclusions and a decline in attendance (Nov 2023). The number of exclusions have reduced (no exclusions this academic year) and we've seen an increase in attendance and engagement.

The second SEND K student had attendance of 3% last academic year. We have managed to secure an EHCP for this student through the mediation process and their attendance has increased to 28% this academic year.

- Educational Psychologist (We buy into 9 EP hours and 18 AEP hours)

EP hours were used to work with a year 8 girl who was at risk of exclusion. She had cognition and learning needs and undiagnosed SEMH needs (traits of ADHD). Unfortunately this student was permanently excluded. This may be due to this intervention being introduced too late in this student's journey. EP work this coming year is looking to be more preventative.

Assistant EP hours were used to work with a small group of year 7 & 8 students with SEMH needs, looking at self-esteem and emotional regulation. Three out of six students engaged successfully and have had fewer behaviour incidents this academic year compared to last.

- Education Engagement Service (EES).

The SENDCO works closely with the attendance lead to improve attendance. One year 10 student had experienced emotional based school avoidance for approximately 2 years. A phased return, designated desk and strong keyworker relationships have improved attendance. This is currently at 75%.

- CAOT & PFSA supporting families.

- Signposting parents to SENDIAS support.

- Somerset Parent Carer Forum Funding.

A total of £7,000 was secured. £2,000 for being involved in the project, this can be spent as the school determines. An additional £5,000 which was used to fund two sensory rooms and buy 12 ipads, charging station and cases for the Learning Bridge Alternative Provision.

- Specialist Autism Teachers as part of AiS project

Good Autism practice, leadership training and Autism and anxiety training delivered.

Potential changes for 2024 - 2025:

- Changes at Somerset County Council are likely to mean that the nature of support from the access to inclusion team will change, resulting in less 1:1 student consultations but more time based in schools in a wider support capacity. Not all schools will benefit from in-school support.
- Support from the MENDIP school outreach programme. This includes observation of identified students with a support plan developed.

2023-2024 Complaints relating to SEND

1 formal complaint (Level 1). This was based on historic SEND provision and parents' concerns that the students' needs aren't being met. Parents want a change of placement to a specialist school and have been supported through the EHCP annual review process, mediation and tribunal by the

school SENDCO, PFSA, CAOT and SENDIAS. The complaint was resolved through a meeting with the SENDCO, Deputy Head through an agreed list of actions which have been implemented.

Any other developments regarding SEND?

This is an opportunity to share any other initiatives that the school has launched and what impact these have had or are hoped to have

- The nature of the Learning Bridge provision changed in September 2024. One side of the provision operates as an internal alternative provision, where 13 of our highest needs students (with an EHCP and/or diagnosis) have a designated desk. They're able to complete work here. This is a quiet working environment, which is always staffed to offer additional support to students. We have seen improved attendance as a result of this provision.
- All other students are in lessons unless they're in an intervention, which are run in the intervention room on the other side of the Learning Bridge.
- Funding secured by the Autism in Schools project was used to develop two 'reset' (sensory) rooms. These are used as a space for students to regulate. They are used by a number of students. They offer a separate space for students with designated desks to regulate so that we maintain a working environment in the LBAP.
- APDR cycles have been reformed. These now form part of the whole school reporting cycles, where staff report on separate SEND student outcomes for all SEND E students in year 8-11 and all SEND students (E & K) in year 7. This will be rolled out for all SEND students yearly following a successful trial in July 2024. Separate SEND reports are generated during reporting cycles and go home to parents.

Are there any concerns regarding provision for pupils with SEND?

This is an opportunity to share any areas that the SENCO feels may become a concern over the next year unless action is taken; this could include staffing issues, issues relating to specific pupils (without names), support from external agencies, other resourcing issues etc

- The high levels of SEND need compared to National data, the trend in Increasing need and staffing capacity to meet need. An analysis of student need (as set out in student EHCP's) indicates that we're approximately 97 hours short of TA support. We also currently have one member of the TA staff on long term absence. Development of the Learning Bridge AP provided a creative solution around this. However we have two students with additional top up funding who require 1:1 TA's which we're unable to provide. There are concerns that we're not fully meeting the requirements of all SEND E students.
- Staff training needed on meeting the needs of all learners at Universal level through adaptive teaching.