

The logo for Academy Transformation Trust, featuring three overlapping, curved, light blue shapes that resemble a stylized 'A' or a series of arcs.

Academy
Transformation
Trust

Annual SEN Report
to Governors
2015-16 Secondary

Improving Education Together.

Name of Academy		The Nicholas Hamond Academy		
SENCO		Liz Bernard		
Date of Report		21st September 2016		
SEN Governor		Steve Baxter		
SEN profile				
Admissions of pupils with SEND				
<ul style="list-style-type: none"> All pupils with a Statement of Special Educational Needs or Education and Healthcare Plan that names the academy must be admitted (paragraph 1.6 of the Schools Admissions Code, December 2014). For information on our SEND Local Offer, see the academy website. When applying for admission to the academy, you should use the Norfolk Common Application Form (CAF). If you wish to discuss your child's needs, please feel free to email our SENDCo Mrs Liz Bernard liz.bernard@tnha.org.uk 				
Total Number of pupils on SEN register				
SEN Support		Education, health and care plans	Statements	% of academy population SEN support EHC and ST
157		4	14	23.75% 2.7%
% boys and girls		SEN and Pupil Premium % of SEN cohort	SEN needs breakdown should be shared with Governors	
Boys 60% (94)	Girls 40% (63)	Years 8-11: 44% Including year 7 (from initial CTF forms, to be checked): 42%	Communication and interaction: 12% Cognition and learning: 46% Social, emotional and mental health: 30% Sensory and/or physical: 12%	
Achievement – Year 11				
	All SEN	SEN support	EHC or Statement	Non SEN
Attainment 8	4.27	4.31	3.9	5.31
Progress 8	+0.34	+0.35	+0.29	+0.14
Progress 8 English	-0.51	-0.55	-0.14	-0.26
Progress 8 Maths	+0.41	+0.43	+0.19	+0.15
Summary				
Gaps are narrowing significantly: 5 A*-C EM SEND/non-SEND gap 2013: - 57, 2015: -52, 2015: -50, 2016: -22 Progress 8 measure SEND and non-SEND gap: 2014: -0.59 2015: -0.15 2016: +0.14				

Other year groups- SEN pupils who met end of year target						
English			Maths		Science	
Yr	SEN	non SEN	SEN	non SEN	SEN	non SEN
7	61%	57%	50%	53%	-	-
8	34%	32%	21%	27%	-	-
9	52%	53%	53%	87%	-	-
10	34%	44%	75%	65%	-	-
<p>Effectiveness of targeted interventions (outline successes and interventions not so successful and why)</p> <p>Iceni: Successful in fast tracking progress of most vulnerable students (very low starting points in literacy and numeracy, social emotional mental health issues). 2015 -16 students: majority successfully transferred to mainstream, progress check shows they are on track. Two students did not successfully transfer to mainstream: one has been assessed as needing an alternative setting, awaiting confirmation of placement. Other student is accessing LSU3 provision including literacy booster and mainstream lessons.</p> <p>Carron Reading: continues to show significant impact on reading ages. Post- intervention tracking identifies if students' progress slows and additional intervention is put in place.</p> <p>LSU3: intervention to enable students to access mainstream lessons in a supportive environment. Students may be placed there for SEMH, as a bridge back from absence, medical reasons, struggling in a particular lesson. The addition of LSU4 will add to the effectiveness of this intervention, allowing staff to support students as they reintegrate into mainstream lessons. Early indications (two weeks) are positive.</p> <p>TA support in mainstream: focus on TA standards has raised expectations. Training has enabled three TAs to develop their skills and understanding; developed through observations and feedback. Of the three TAs, one is focused in KS3, one in KS4 and one in the Icen group, so the impact is felt across the school.</p>						
Wider Outcomes						
Attendance and exclusions						
Overall %	Number of pupils PA		% and number of SEN pupils FTE or PEx			
91.17 (students with SEND attendance) 95.73 (Non-SEND)	2		SEND : 7 (3.70%) Non-SEND: 4 (1.08%)			
<p>SEN Staffing Resources (brief description of staffing arrangements for SEN provision. What has been the impact of staff on the achievement of SEN pupils)</p> <ul style="list-style-type: none"> Liz Bernard, Director of SEND and Literacy Assistant SENCo and Deputy Safeguarding Lead 						

- LSU4 Lead
- LSU3 Lead
- Reading Intervention Lead (Carron Reading Programme)
- Medical TA (for two students with severe complex needs)
- Icení Lead Teacher
- Icení TA
- 4 x TA classroom support

Ongoing training for staff in the last 12 months

Level 3 Diploma Specialist Support for Teaching and Learning in School (SSTLS): three TAs undertaking this qualification. Allows for specialisation via units

Shine training: spina bifida and hydrocephalus for TAs working with student with medical needs

Cystic Fibrosis: training for TAs working with student with medical needs and disseminated to all staff

TA Standards: all TAs trained in TA standards, secured by lesson observations and performance management.

Sensory Support: strategies for Hearing Impaired students

Dyslexia training via the Cluster: TA trained on strategies, disseminated.

ADHD training: TA trained on strategies, disseminated

Other initiatives in the last 12 months to improve the quality of SEN provision leading to improved outcomes

Teaching Assistant standards used to communicate expectations. Used as part of performance management cycle to set targets for improvement and identify strengths.

Improved transition arrangements: statement/ EHCP reviews of year 6s attended by TNHA. Feeder schools visited from early in year 6 to enable quality transition and information sharing.

Improved communication with parents re: transition. Meeting before transition to communicate purpose and aims of Icení and other provision; parents able to air concerns or queries

Parental visits to Icení and Carron reading: improved understanding of Icení as a preparation for mainstream and focus on literacy, numeracy and social skills.

Feeder schools visits to gather information to implement Carron Reading in feeder schools.

Provision mapping developed to evaluate impact and cost of interventions.

Protocols established for entry and exit for LSU3/4. Action plans established for students to ensure that focus is on phased re-entry to mainstream lessons.