

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
2017-18 Secondary

Improving Education Together.

This report reflects year ending July 2018						
Name of Academy		The Nicholas Hamond Academy				
SENCO		Liz Bernard				
Date of Report		13 th December 2018				
SEN Governor		Irene Moran				
SEN profile 2017/18						
Total Number of pupils on SEN register						
SEN Support	Education, health and care plans		Statements		% of academy population SEN support EHC and ST	
137	16		1 (converted to EHCP during 2017-18)		21.27%	1.08%
% boys and girls			SEN and Pupil Premium % of SEN cohort			
Boys 62.75%		Girls 37.25%		39%		
Achievement – Year 11						
		Non SEN (No=74)	SEN support (No=37)	EHC or Statement (No=5)	SEN and PP (No=21)	SEN Non PP (No=43)
Attainment 8		43.23	29.36	15.40		
Progress 8		-0.25	-0.41	-0.79		
Progress 8 English		0.00	-0.16	-0.57	-0.64	0.11
Progress 8 Maths		-0.52	-0.53	-0.65	-0.82	-0.35
Basics Level 4		60.80%	21.60%	16.66%	2.56%	6.83%
Basics level 5		24.30%	8.10%	0%	1.70	1.70%
Attendance and exclusions						
Overall %		Number of pupils PA		Number of SEN pupils FTE or PEx		
SEN	Non SEN	SEN	Non SEN	SEN	Non SEN	
91.17%	94.5%	40	66	(No=11)	(No=16)	
Effectiveness of targeted interventions 2017 - 18						
Iceni group 2017 - 18:						
<ul style="list-style-type: none"> Intervention focused on accelerating progress of our most vulnerable students. Identified through information from feeder schools and our own screening on entry. Effectiveness 						

tracked through: spelling, comprehension and reading ages, Emotional Literacy assessment, use of the English department steps assessment ladders. 2017-18 students successfully transferred to mainstream; two students have continued to cause concern. Interventions in place for these students include Learning Support Unit time, support with behaviour and continued literacy interventions. Transition to mainstream was supported by teacher meetings to jointly plan teaching approaches based on need (June 2018, September 2018 and October 2018).

Carron Reading 2017 - 18:

- Tracking of progress in Icenl further improved to enable easier monitoring of progress and identification of sub groups e.g. pupil premium, Not Yet Secondary Ready. Additional wave of intervention planned and implemented using teaching assistants 'Word Wasp' and 'Toe by Toe' (Helen Arkell Dyslexia Centre) to be delivered in small groups in tutor time in the morning to address the small number of students not making sufficient progress in Carron reading.

LSU 2017 - 18:

- Flexible intervention to address a range of issues.
- Focused on enabling students to access mainstream work and to reintegrate into /support mainstream lessons.
- LSU has developed further the range of testing we can provide: Visual Stress, Dyslexia and Dyscalculia screener (we cannot diagnose), Processing and Memory testing.
- LSU continues to be a flexible resource supporting students in a number of different ways: some students have a lesson in the LSU at the beginning and end of each day, some students use it at times of crisis.
- Further development of LSU as an opportunity for targeted interventions; for example, mind mapping training for students with Specific Learning Difficulties.
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TA support in mainstream 2017 - 18:

- Two TAs left April 2018, two new TAs recruited. They have been in post since the beginning of June 2018 and have received training in the role of the TA. They are already fulfilling the TA standards and show potential to develop further and become valuable members of the team.
- All TAs have now received training from Judith Carter (Ed Psych) on the role of the TA in removing barriers to learning.
- TAs developing expertise in interventions in tutor time such as Word Wasp (Dyslexia), Self Regulation, Self Esteem, Social Stories, Working Memory. All interventions are planned, baselined, assessed and reviewed each half term.

SEMH 2017 - 18:

- Two Mental Health Champions trained within the school: enables the school to target referrals more effectively and to access further training
- Two Mental Health First Aiders trained
- Fortnightly Inclusion meetings aid early identification of SEMH issues and the interaction with other issues within school.

Quality First Teaching 2017 - 18:

- Staff training completed in all areas of SEND.
- An Action Research project completed in Spring 2018 in Faculty groups on Differentiation.
- Strategies and information on our students foregrounded repeatedly.
- SENDCo now trained as a London Leadership Strategy SEND Reviewer

SEN Staffing Resources

Director of SEND and Literacy

Assistant SENCo and Deputy Safeguarding Lead

LSU Lead

Reading Intervention Lead (Carron Reading Programme)

Iceni Lead Teacher

Iceni TA

5 x TA classroom support

Student Welfare Support (Trained Mental Health First Aider)

Ongoing training for staff in the last 12 months

SEND staff

Effective Teaching Assistants with Judith Carter

Data and profiles for supporting students

Strategies for specific rare conditions

Behaviour management

SENCO trained in London Leadership Strategy SEND Review

Willow Tree SEND Network meetings

Cluster meetings

For all teaching staff:

Programme of training in all main areas of SEND need

Emotional Wellbeing and Mental Health (repeat of previous year session with new data for tutors and pastoral team)

Working with TAs (ongoing programme, repeated regularly)

Successful strategies for working with SEND students

Programme of Youchoose workshops on different areas of need.

Planning meetings focused on specific high need groups

Outline of objectives for 2018-19

- Faculty Audit of Quality First Teaching January 2019: to be used as a baseline to inform monitoring, to highlight best practice and to identify further training needs
- Baselined specific interventions by TAs developed further (based on interventions recommended by Ed Psych/Educational Endowment Foundation)
- Termly programme of training, evaluation and interventions to systemize evaluation and student and parent voice by area of need
- London Leadership Strategy SEND Review used as an evaluative and planning tool
- Further development of parental engagement sessions e.g. Icen Coffee mornings, Taverham Dyslexia Centre session for parents on how to support students with Specific Learning Difficulties at home.
- Further development of specific interventions in the Learning Support Unit.