



Inspiring excellence



Special Educational Needs and Disability (SEND) Information Report

July 2018

Annual Report on the Implementation of the Special Educational Needs (SEND) and Disability Equality Policy (July 2018)

Key Staff:

- Director of Learning Support (Assistant Principal) – Miss L. Sacre
- Director of Teaching and Learning – Mrs J. Everitt
- Learning Support Administrator – Mrs K. Bailey
- Special Educational Needs (SEND Governor) – Mr P. Wadlow

Policies:

All policies include explicit references to disability equality and SEND. The SEND Policy was ratified by the school's governing body in April 2017. The SEND Policy contains information regarding the school's graduated approach to SEND provision. It is available to download from the school website.

Number of Students with SEND:

Wymondham High Academy's SEND List contains the names of students with formally identified or diagnosed SEND. This is a confidential document and is published to teaching and support staff termly. Students on the SEND List are listed under their primary need. Further information with regard to Wymondham High's SEND List, Intervention List and the identification of students with SEND is outlined in the school's SEND Policy. Further information on the categories of SEND is available in the Appendix to the SEND Policy.

The following information outlines the identified and diagnosed SEND of students. Data is current - as of July 2018.

| SEND LIST: | | | | | | | |
|--|------------------|-----------|-------------|-------------------------------|------------------------|-------------------------------------|-------------------------------|
| WHA Students on roll: 1560 ~ Students on SEND List: 95 ~ Percentage of School Population on SEND List – 6.1% | | | | | | | |
| Year Group | Students on Roll | SEND List | % SEND | Communication and Interaction | Cognition and Learning | Emotional, Social and Mental Health | Sensory and/or Physical Needs |
| Year 7 | 271 | 18 | 6.6% | 3 | 6 | 6 | 3 |
| Year 8 | 258 | 21 | 8.1% | 2 | 5 | 10 | 4 |
| Year 9 | 260 | 9 | 3.5% | 2 | 3 | 1 | 3 |
| Year 10 | 256 | 20 | 7.8% | 4 | 6 | 7 | 3 |
| Year 11 | 219 | 19 | 8.7% | 1 | 9 | 7 | 2 |
| Year 12 | 146 | 4 | 2.7% | - | 3 | - | 1 |
| Year 13 | 150 | 4 | 2.7% | - | 2 | - | 2 |
| TOTALS | 1560 | 95 | 6.1% | 12 | 34 | 31 | 18 |

As of July 2018, there are 24 students on roll with Education, Health and Social Care Plans (EHCP). Students with EHCPs therefore comprise 1.5% of the school population. This is lower than the national figure of 2.8%. (DfE, Statistical First Release, SEND Jan 2017), but is inclusive of the school's Sixth Form population.

Number of Students receiving SEND Intervention:

During the academic year 2017-18, Wymondham High Academy has sought to broaden and develop its SEND offer. In line with the school's SEND Policy and graduated approach, Wymondham has sought to ensure that students demonstrating below average attainment are provided with access to time-limited packages of intervention and appropriate support. While the percentage of students with *formally identified or diagnosed* SEND may appear to be substantially lower than the national average of 14.4%, the percentage of students requiring SEND intervention or additional SEND support stands at 12.3% of the whole school population (including the school's Sixth Form). At Key Stage Three, this percentage stands at 16.4%. The percentage of the school's students identified for additional SEND support or intervention is broadly commensurate with the national average.

The numbers of students for whom intervention has been provided is outlined below. During the academic year 2017-18, additional intervention and/or support has been provided for 180 of the school's students by the SEND Team.

| INTERVENTION LIST: | | | | | | | | | | | | | | | |
|---|------------------|-------------------|----------------|---|---------------------|---------------------|------------------------|-------------------|-----------|-------------------------------------|----------------------------|-----------------|-----------|----------------------------|--------------------------|
| WHA Students on roll: 1578 – Students on Intervention List: 194 – Percentage of School Population on Intervention List: 12.3% | | | | | | | | | | | | | | | |
| Year Group | Students on Roll | Intervention List | % Intervention | Communication and Interaction | | | Cognition and Learning | | | Emotional, Social and Mental Health | | | | Sensory and/or Physical | |
| | | | | Building Blocks for Communication | Social Skills Group | Speech and Language | Sound Discovery | Catch Up Literacy | Leap | School Counsellor | Wellbeing Small-Group Work | SENCO Mentoring | Exit Pass | Specialist Equipment - ATT | Dedicated Computer Loans |
| Year 7 | 274 | 43 | 15.7% | 9 | 9 | 3 | 18 | 20 | 30 | 1 | 3 | 7 | 3 | - | 1 |
| Year 8 | 257 | 47 | 18.3% | 8 | 11 | 6 | 15 | 25 | 30 | 2 | 7 | 4 | 7 | - | 2 |
| Year 9 | 268 | 41 | 15.3% | 3 | 6 | 5 | 9 | 12 | 29 | 6 | 4 | 1 | 1 | 1 | 2 |
| Year 10 | 256 | 23 | 8.9% | 6 | 5 | 6 | - | - | - | 6 | 7 | 1 | 3 | 3 | 5 |
| Year 11 | 219 | 26 | 11.9% | 3 | 6 | - | - | - | - | 12 | 5 | 1 | 2 | 2 | 5 |
| Year 12 | 152 | 7 | - | - | - | - | - | - | - | 7 | - | - | - | - | - |
| Year 13 | 152 | 7 | - | - | - | - | - | - | - | 7 | - | - | - | - | - |
| TOTALS | 1578 | 194 | 12.3% | 31 | 37 | 20 | 42 | 57 | 89 | 36 | 26 | 14 | 16 | 14 | 15 |
| KEY STAGE 3 | 799 | 131 | 16.4% | <i>The intervention List is fluid and numbers increase during the course of the year.</i> | | | | | | | | | | | |

Student Outcomes 2017-18:

At Key Stage Three, Reading and Spelling screening tests were undertaken for the second consecutive year, enabling tracking of individual student outcomes across successive years and beginning to facilitate the identification of trends over time. Screening Test data was shared with the school's teaching staff and informed provision of both whole staff and Departmental CPD in relation to reading and spelling attainment.

GCSE outcomes for students with identified/diagnosed SEND and Literacy Screening Test outcomes are summarised below.

Screening Test Outcomes 2017-18:

| Spelling Test Results - Screening Results | | | | | | | |
|---|------------|--------------|--------------|---------------|-------------|--------------|------------|
| YEAR GROUP | 131+ | 116 – 130 | 111 – 115 | 90 - 110 | 85 - 89 | 70 - 84 | 69 or less |
| GCSE Year 2022 (7) | 8 2.91% | 43 15.64% | 29 10.55% | 139 50.55% | 22 8% | 32 11.64% | 2 0.36% |
| | 18.55% | | 61.1% | | 20.36% | | |
| GCSE Year 2021 (8) | 7 2.72% | 52 20.23% | 22 8.56% | 133 51.75% | 17 6.61% | 24 9.33% | 2 0.77% |
| | 22.95% | | 60.31% | | 16.73% | | |
| GCSE Year 2020 (9) | 7 2.63% | 75 28.19% | 28 10.52% | 124 46.61% | 13 4.88% | 18 6.76% | 1 0.37% |
| | 30.82% | | 57.14% | | 12.03% | | |

| Reading Test Results - Screening Results | | | | | | | |
|--|-------------|--------------|--------------|---------------|-------------|-------------|------------|
| YEAR GROUP | 131+ | 116 – 130 | 111 – 115 | 90 - 110 | 85 - 89 | 70 - 84 | 69 or less |
| GCSE Year 2022 (7) | 13 4.73% | 67 24.36% | 27 9.82% | 125 45.45% | 20 7.27% | 20 7.27% | 3 1.09% |
| | 29.09% | | 55.27% | | 15.64% | | |
| GCSE Year 2021 (8) | 22 8.56% | 57 22.27% | 28 10.94% | 114 44.53% | 16 6.25% | 18 7.03% | 1 0.39% |
| | 30.86% | | 55.47% | | 13.67% | | |
| GCSE Year 2020 (9) | 7 2.63% | 52 19.55% | 32 12.03% | 149 56.02% | 12 4.51% | 12 4.69% | 2 0.76% |
| | 22.18% | | 68.05% | | 9.77% | | |

GCSE Outcomes 2018:

| | | | +/- National |
|--------------|--------------------------------|-------|---|
| SEND SUPPORT | Attainment 8 | 4.7 |  |
| | % English and Maths (Grade 4+) | 73% |  |
| | EBacc | 27% |  |
| | Progress 8 | +0.06 | - |
| EHC PLAN | Attainment 8 | 1.9 | - |
| | % English and Maths (Grade 4+) | 0% | - |
| | EBacc | 0% | - |
| | Progress 8 | -0.62 | - |

 indicates statistically significant performance above the national average.

Arrangements for Assessing and Reviewing Progress:

Student progress is tracked using the whole-school system for tracking and monitoring the progress of all students. A combination of achievement and attainment data is used to generate a student 'Pathway' grade, against which progress is subsequently measured. The SEND Department also utilise standardise testing and screening test outcomes to monitor attainments in literacy and the impact of intervention over time.

Attendance:

Attendance and punctuality is monitored daily by Form Tutors and the school's Inclusion Team. Wymondham High Academy's Attendance Policy is available from the school website. The policy outlines a formal and structured process for addressing concerns.

Transition 2017-18:

Additional transfer arrangements for students with identified/diagnosed SEND (and students receiving additional SEND support within their primary settings) were made during the latter part of the Summer Term 2018. Two enhanced transition visits were offered by the SEND Department, in addition to the transition package offered by the school. During their visits to the school, students on the enhanced transition programme completed transition booklets; experienced an English lesson; made use of the school canteen and alternative lunch-time spaces provided by the SEND Team; and were introduced to the school's Teaching Assistant Team.

Additional arrangements were made for individual identified students, upon request.

Parents of prospective students are always welcome to visit Wymondham High Academy and meet with the school's Director of Learning Support, or Assistant Director of Learning Support. Appointments can be made by contacting the SEND Office. Further information regarding transition is outlined in the school's SEND Policy.

Deployment of Staff and Resources:

The SEND Budget for 2018-19 has been used to provide the following:

- A contract with the Children's Education and Psychology Practice (CEPP), facilitating access to Educational Professionals and Specialist services;
- Access to in-class support – provided by the school's team of three Learning Co-ordinators and seven Teaching Assistants;
- Access to intervention packages focused on attainments in literacy and access to oversight of literacy interventions by Specialist Teachers; an Educational Psychologist; and an Assistant Educational Psychologist;
- Resources required in order to run literacy intervention programmes – including the purchase of books to support delivery of Catch-Up Literacy and resources necessary for Sound Discovery provision;
- Access to Speech and Language Intervention overseen by a qualified Speech and Language Therapist and delivered by a Teaching Assistant holding a Level 3 ELKLAN qualification;
- Site Licences for software including, 'Read Write Gold,' 'Lexia Strategies' and 'Kaz' touch-typing programme;
- Provision of alternative to the main school canteen and staffing of that area during unstructured times of the school day; provision of access to supervised lunch and break activities in the school's Intervention Room;
- Modification and additional resourcing of the school's Intervention Room – including the construction of eight dedicated computer booths containing laptops and headphones – and the purchase of three book spinners;
- Access to specialist training for the SEND Team and whole staff (summarised below);
- Purchase of ten netbooks for dedicated loans to students at Key Stage Four.
- Diagnostic Assessments undertaken by the school's Director of Learning Support;
- Provision of access to Student Profile and Strategy Sheets (SPSS) for teaching staff;

- Individual or bespoke resources for students as required by students.
- Access to Departmental resources designed to increase student access to multi-sensory opportunities for learning and development.

Staff Training and Development:

In 2017-18, the school has sought to extend its commitment to improving provision and access for all students by providing the following staff training and development opportunities this year. Please see Information Report 2016-17 for a summary of the provision of access to training opportunities for SEND staff in 2016-17.

| SEND TEAM and WHOLE STAFF TRAINING 2017-18 | Staff |
|--|----------------------------|
| Catch-Up Literacy | 1 TA |
| Postgraduate Award for Proficiency in Assessment (PAPAA) | 1 LC |
| Supporting Learners with a Sensory Impairment | 2 TAs |
| The Impact of the Teaching Assistant within the Classroom A ten-week programme led by a Specialist Teacher. Programme undertaken on site and colleagues from other schools invited to attend. | All TAs |
| Communicate Ed: Training for Readers, Scribes, Invigilators and other adult helpers in Examinations (Annual) | All TAs |
| Level 5 Diploma in Teaching Learners with a Specific Learning Difficulty (OCR) | 1 staff member |
| Circle of Adults – EP training focused on identified student need | Teaching and Support Staff |

Additional SEND training was provided for the whole staff as outlined below and as part of the school's core CPD offer:

SEND Awareness
SEND Specific Training: Awareness and Knowledge

Access Arrangement Training:

- Awareness of regulations and responsibilities, with reference to KS3 (30 mins)
- Identification of students and demonstration of teacher involvement (30 mins)

Reinforced throughout year in provision of teaching strategies: provision embedded in daily practice.

Dyslexia Awareness: One hour, whole staff / repeated new staff.

- Understanding of term Dyslexia and how it is identified.
- Reinforcement of understanding: Standardised Testing (supporting understanding of KS2 SAT and CAT data).
- Understanding of teaching strategies that can be employed to support Dyslexic Students.

Reinforced throughout year in provision of teaching strategies: provision embedded in daily practice.

ASD Awareness: Whole Staff, repeated/developed annually.

- Understanding and awareness – characteristics of ASD.
- Understanding of strategies used to support ASD students.

Reinforced throughout year in provision of teaching strategies: provision embedded in daily practice. Provided annually.

Speech and Language Difficulties:

Source single awareness training from contracted Speech and Language Therapist – focused on strategies and reinforced in handbook.

ADHD and Mental Health Awareness:

Source ADHD awareness training from external provider / Mental Health workshops/training provided by School Counsellor

Sensory and Physical training according to individual student need. Standard guidance in handbook.

- Individual student guidance provided in three tier SEND information systems.
- SEND Handbook containing review of such strategies suggested in Student Profile and Strategy Sheets – published 1st September annually

Quality First Teaching
All Teachers are Teachers of SEND: Developing General Practice

Reading Skills (Decoding)
The ability to decode individual words.

Reading Skills (Comprehension)
The ability to understand and derive meaning from text.

Spelling Skills
The ability to apply phonological knowledge, visual memory and orthography.

Expressive Language
The ability to articulate thoughts in words – confidence essential.

Receptive Language
The ability to derive meaning from spoken language.

Social Skills
Understanding the 'unwritten rules' of social interaction. Awareness of thoughts and feelings of others.

Working Memory
The part of short-term memory responsible for holding and manipulating information (holding information in mind while working with it).

Short Term Auditory Memory
The ability to take in information that is presented orally and then recall what has been heard.

Visual Memory
The ability to take in information that is presented visually and then recall what has been seen.

Writing Skills (Production of Handwriting)
The motor skills affecting production of handwriting.

Writing Skills (Composition of Writing)
Ability to sequence and organise information.

Extension: What reading is an issue of students to understand?

- The 'Simple View of Reading' – distinguishing between reading and comprehension.
- Supporting Comprehension (Using Comprehension questions).
- Supporting development of sight vocabulary.
- Use of Read Write Gold – Targeted Dyslexia Staff

Extension: How written and whole staff approach:

- Feedback – Whole class.
- 5 level interventions in reading strategies.
- Personalised learning – Progress

Written Feedback - modelling

Extension: How of best practice?

- Use of questioning within the classroom.
- Modelling and developing co-speech – a multi-sensory approach.

Oral Feedback - modelling

Extension: What we need students to remember (and how we expect them to demonstrate that retention)

- Specific training (working memory)
- Multi-sensory strategies for learning.
- Developing student metacognition.
- Supporting Student Review / Homework.
- Depth and quality over breadth of content.

Extension: The 'types' of writing required across the curriculum – a coherent approach:

- Encouraging a cursive script (per year).
- Use of Read Write Gold (assistive technology).
- Mind-mapping.
- Support for planning and sequencing.
- Recording written responses and styles of writing.

Written Feedback - modelling

Innovation to New Diversity provided by James Price (CPE) at BMAT Conference

External Agencies: The Children's Education and Psychology Practice (CEPP)

During the academic year 2017-18, external agency support was contracted from the Children's Education and Psychology Practice (CEPP). Bespoke training was provided for SEND staff leading programmes of intervention and the development of two distinct Social Skills groups was supported directly by an Assistant Educational Psychologist – and overseen by an Educational Psychologist.

In addition to the provision of bespoke training and development opportunities for the SEND Team, a total of thirty-four referrals were made to CEPP – who have provided access to Educational Psychologist assessment and consultation; Specialist Teacher assessment and consultation; and other professionals as deemed appropriate. This year, school have been able to contract the support of a Speech and Language Therapist in the development of intervention led by school staff and refer for assessment by a Clinical Psychologist.

Termly meetings are held with CEPP staff and this means that it is possible for the school to access specialist advice on a regular basis. Referrals for students are made in line with the school's policy and its graduated approach to SEND.

External Agencies 2017-18

In addition to the school's contract with CEPP, the school has worked in collaboration with and sought support for students from:

- Access Through Technology (ATT);
- Child and Adolescent Mental Health Services (CAMHS);
- East Coast Speech and Language Therapy Practice;
- Help Hub for Norfolk;
- Paediatric Services – Neurodevelopmental and ADHD Teams;
- Norfolk County Council – Children's Education and Support Team (CEST)
- Virtual School Sensory Support (VSSS)

To discuss any aspect of this report or Wymondham's SEND provision, please do not hesitate to contact the school's Director or Assistant Director of Learning Support:

*Miss L Sacre - Director of Learning Support
Mrs K. Bailey - Assistant Director of Learning Support*

For further information regarding Norfolk County Council's Local Offer, please visit the following website: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>.