



Inspiring excellence



# Special Educational Needs and Disability (SEND) Information Report

**July 2019**

# Annual Report on the Implementation of the Special Educational Needs (SEND) and Disability Equality Policy (July 2019)

## Key Staff:

- Director of Learning Support (Assistant Principal) – Miss L. Sacre
- Assistant Director of Learning Support – Mrs K. Bailey
- Learning Support Administrator – Miss A Barnard
- 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 2019.

SEND LIST:							
WHA Students on roll: 1555 ~ Students on SEND List: 99 ~ Percentage of School Population on SEND List 6.4%							
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	246	13	5.3%	0	5	6	2
Year 8	271	21	7.7%	3	8	6	4
Year 9	257	20	7.8%	2	6	8	4
Year 10	259	15	5.8%	3	8	1	3
Year 11	251	21	8.4%	4	7	7	3
Year 12	125	2	1.6%	0	1	1	0
Year 13	140	7	4.8%	0	4	0	3
<b>TOTALS</b>	<b>1555</b>	<b>99</b>	<b>6.4%</b>	<b>12</b>	<b>39</b>	<b>29</b>	<b>19</b>





As of July 2019, there are 17 students on roll with Education, Health and Social Care Plans (EHCP). Students with EHCPs therefore comprise 1.1% of the school population. This is

lower than the national figure of 3.1%. (DfE, Statistical First Release, SEND Jan 2019), 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 14.9%, the percentage of students requiring SEND intervention or additional SEND support stands at 15.7% of the whole school population (including the school's Sixth Form). At Key Stage Three, this percentage stands at 24%. 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 2018-19, additional intervention and/or support has been provided for 244 of the school's students by the SEND Team.

INTERVENTION LIST:																						
WHA Students on roll: 1555 ~ Students on Intervention List: 244 ~ Percentage of School Population on Intervention 15.7%																						
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	TITAN	Catch Up Literacy	Sound Discovery	Catch Up Numeracy	Lexia	Specialist Teaching	Study Skills	Wellbeing Small-Group Work – Self Esteem	Wellbeing Small-Group Work – Anger Management	Wellbeing Small-Group Work – Resilience	SEND Mentoring	Exit Pass	Handwriting / Touchtyping	Motor Skills United	Specialist Equipment - ATT	Dedicated Computer Loans
Year 7	246	49	20%	2	8	3	0	13	12	25	25	9	4	4	0	5	7	6	11	4	0	0
Year 8	271	67	24%	12	12	2	4	17	16	2	38	6	8	12	4	16	8	14	8	6	0	4
Year 9	257	69	27%	3	9	1	0	12	12	0	27	5	5	14	6	10	7	26	4	6	2	4
Year 10	259	26	10%	4	5	4	1	0	0	0	0	5	5	3	3	5	6	11	3	5	2	7
Year 11	251	33	13%	0	0	2	6	0	0	0	0	5	13	0	0	0	7	21	0	0	3	6
Year 12	125	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Year 13	146	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTALS</b>	<b>1555</b>	<b>244</b>	<b>15.7%</b>	<b>21</b>	<b>34</b>	<b>12</b>	<b>11</b>	<b>42</b>	<b>40</b>	<b>27</b>	<b>90</b>	<b>30</b>	<b>35</b>	<b>33</b>	<b>13</b>	<b>31</b>	<b>34</b>	<b>78</b>	<b>26</b>	<b>21</b>	<b>7</b>	<b>21</b>
KEY STAGE 3	774	185	24%	<i>The Intervention List is fluid and numbers increase during the course of the year.</i>																		

Student Outcomes 2018-19:

At Key Stage Three, Reading and Spelling screening tests were undertaken for the third 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 2018-19:

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 8.59%	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 0.78%
	22.18%		68.05%		9.77%		

### GCSE Outcomes 2019:

			+/- National
SEND SUPPORT	Attainment 8	4.4	+
	% English and Maths (Grade 4+)	57%	+
	EBacc (Grade 4+)	14%	+
	Progress 8	+0.06	-
EHC PLAN	Attainment 8	3.5	+
	% English and Maths (Grade 4+)	29%	-
	EBacc (Grade 4)	14%	+
	Progress 8	+0.20	-

⊕ 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.

Wyndham High Academy's Attendance Policy is available from the school website. The policy outlines a formal and structured process for addressing concerns.

Transition 2018-19:

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 2019. 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 Wyndham 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 schools notional SEND budget and contributions for 2018-19 received from the High Needs Block have provided 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;
- Additional resourcing of the school's Intervention Room
- Access to specialist training for the SEND Team and Teaching staff (summarised below);
- Diagnostic Assessments undertaken by the school's Director of Learning Support and Assistant 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.

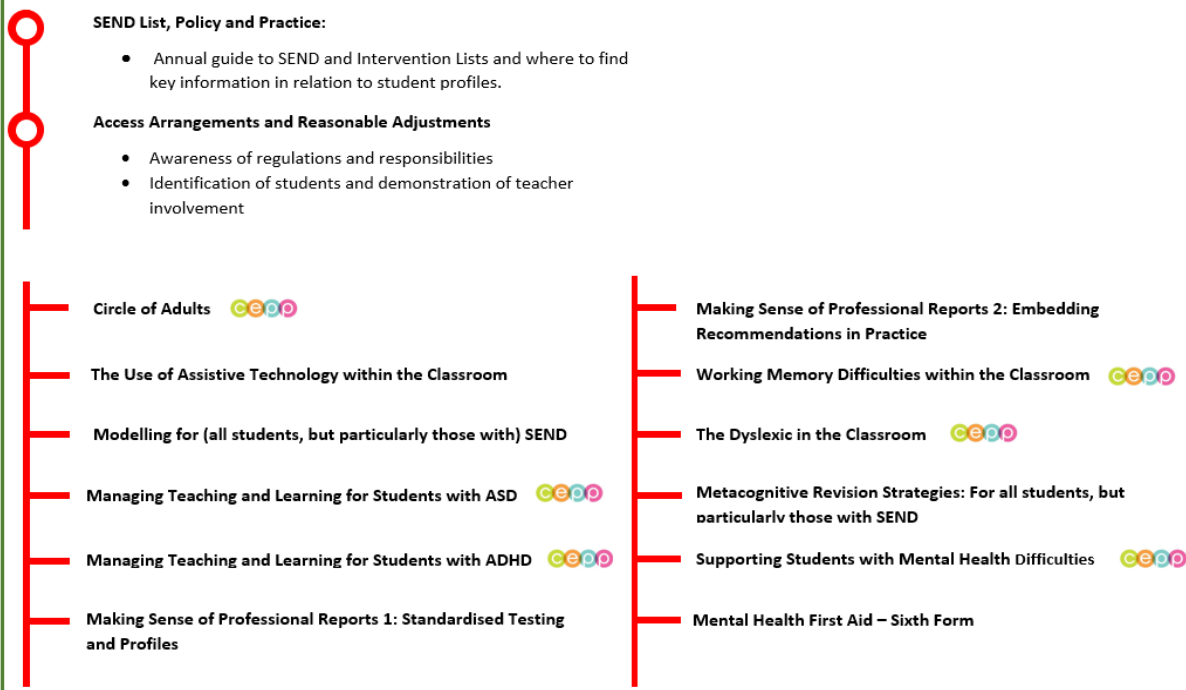
Staff Training and Development:

In 2018-19, 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 2017-18 for a summary of the provision of access to training opportunities for SEND staff in 2017-18.

SEND TEAM and WHOLE STAFF TRAINING 2017-18	Staff
PATOSS SENCOs and Access Arrangements	1 staff member
Autism Girls on the Spectrum	2 Staff members
Autism Spectrum Next Steps Level 3	1 staff member
Communicate Ed: Training for Readers, Scribes, Invigilators and other adult helpers in Examinations (Annual)	All TAs
OCR Level 7 Diploma in Teaching and Assessing Learners with a Specific Learning Difficulties (Dyslexia)	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 Specific Training: Awareness and Knowledge



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

During the academic year 2018-19, 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 four distinct Wellbeing 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 an Occupational 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 2018-19

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>.**