



Inspiring excellence



Special Educational Needs and Disability (SEND) Information Report

July 2020

Annual Report on the Implementation of the Special Educational Needs (SEND) and Disability Equality Policy (July 2020)

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 2020.

SEND LIST:							
WHA Students on roll: 1620 – Students on SEND List: 93 – Percentage of School Population on SEND List 5.7%							
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	276	14	5.07%	5	6	1	2
Year 8	252	13	5.16%	2	5	4	2
Year 9	273	24	8.79%	5	9	7	3
Year 10	254	24	9.45%	3	7	10	4
Year 11	254	15	5.91%	3	8	1	3
Year 12	188	9	4.79%	1	4	3	1
Year 13	119	2	1.68%	0	1	1	0
TOTALS	1620	101	6.23%	19	40	27	15

As of July 2020, there are 16 students on roll with Education, Health and Social Care Plans (EHCP). Students with EHCPs therefore comprise 1% of the school population. This is lower than the national figure of 3.3%. (DfE, Statistical First Release, SEND July 2020), 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 12.1%, the percentage of students requiring SEND intervention or additional SEND support stands at 12.96% of the whole school population (including the school's Sixth Form). At Key Stage Three, this percentage stands at 18.35% The percentage of the school's students identified for additional SEND support or intervention is above the national average.

The numbers of students for whom intervention has been provided is outlined below. During the academic year 2019-2020, additional intervention and/or support has been provided for 210 of the school's students by the SEND Team.

INTERVENTION LIST:																						
WHA Students on roll: 1620 Students on Intervention List: 210 – Percentage of School Population on Intervention 12.96%																						
Year Group	Students on Roll	Intervention List	% Intervention	Communication and Interaction				Cognition and Learning					Emotional, Social and Mental Health				Sensory and/or Physical					
				Bulking Books for Communication	Social Skills Group	Speech and Language	TITAN	Catch Up Literacy	Sound Discovery	Catch Up Numeracy	Leitl	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 or VSSSS	Dedicated Computer Lovers
Year 7	276	48	17.39%	0	9	8	4	12	9	12	22	9	6	-	-	5	7	7	1	1	1	1
Year 8	252	51	20.24%	2	10	5	0	19	13	11	24	9	5	6	3	-	6	15	10	4	0	0
Year 9	273	48	17.58%	11	13	5	4	8	14	2	30	6	7	-	-	-	8	33	8	6	0	3
Year 10	254	33	12.99%	3	8	0	0	0	0	0	0	3	4	-	-	-	7	48	6	6	2	6
Year 11	254	20	7.87%	0	1	4	1	0	0	0	0	13	11	-	-	-	4	41	0	1	2	5
Year 12	188	9	4.76%	0	0	0	0	0	0	0	0	0	0	-	-	-	0	0	0	0	0	0
Year 13	119	1	1%	0	0	0	0	0	0	0	0	0	0	-	-	-	0	0	0	0	0	0
TOTALS	1620	210	12.96%	16	41	22	9	39	36	25	76	40	33	6	3	5	32	144	25	18	5	15
KEY STAGE 3	801	147	18.35%	<i>The intervention List is fluid and numbers increase during the course of the year.</i>																		

Student Outcomes 2019-20:

At Key Stage Three, Reading and Spelling screening tests were undertaken for the fourth 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 2019-20:

Spelling Test Results – Screening Results							
YEAR GROUP	121+	116-130	111-115	90-110	85-89	70-84	60 or Less
GCSE Year 2024 (7)	4	52	37	144	22	15	3
	1.5%	19.0%	13.5%	52.8%	8%	5.5%	1.1%
	20.4%		66.1%		14.8%		
GCSE Year 2023 (8)	5	48	32	123	18	10	2
	2%	18.3%	14.9%	49.4%	7.2%	6.8%	0.8%
	21.3%		64.3%		14.8%		
GCSE Year 2022 (9)	14	67	33	114	15	27	0
	5.2%	24.7%	12.2%	42.1%	5.5%	10.0%	%
	29.9%		64.2%		15.8%		

Reading Test Results – Screening Results							
YEAR GROUP	131+	116-130	111-115	90-110	80-89	70-84	60 or Less
GCSE Year 2024 (7)	18	64	30	142	11	10	1
	8.5%	25.1%	10.9%	51.5%	4.0%	3.8%	0.4%
	29.6%		62.1%		7.9%		
GCSE Year 2023 (8)	10	55	33	109	19	15	2
	6.4%	22.1%	13.3%	43.6%	7.6%	6.0%	0.8%
	28.5%		57%		14.5%		
GCSE Year 2022 (9)	4	61	29	102	17	5	2
	1.5%	22.5%	10.7%	56.1%	6.3%	1.8%	0.7%
	24%		66.8%		8.9%		

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.

COVID 19 – National Lockdown:

During the National Lockdown, the requirement to work from home presented a particular challenge for students with SEND and for their parents. A 'Guide for Parents to Support Home Learning' was published to support parents and provide some assistance to support learning in the home environment, during what was an incredibly difficult time for many families.

All students with an Educational Health Care Plan (EHCP) were risk assessed in line with Government advice and regular contact between home and school maintained.

Transition 2019-20:

Transfer arrangements for year 6 students were made during the latter part of the Summer Term 2020. All year 6 students were invited to visit Wymondham High Academy to meet with Form Tutors and tour the school with a member of the Senior Leadership Team. During their visit, students were introduced to the school's Teaching Assistant Team.

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 2019-20 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.
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- 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 whole 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 2018-19 for a summary of the provision of access to training opportunities for SEND staff in 2018-19.

SEND TEAM and WHOLE STAFF TRAINING 2019-2020	Staff
Access Arrangements – JCQ Regulations	1 staff member
SENCo Training – Norfolk County Council	1 Staff members
Communicate Ed: Training for Readers, Scribes, Invigilators, and other adult helpers in Examinations (Annual)	All TAs
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:

Making it Stick	Circle of Adults 	Neuroscience and Retrieval Practice	Modelling for SEND 
Directed Learning: Aiding and Embedding Retention in Practice 	Reviewing Curriculum at KS3: Opportunities for Over-learning and Consolidation	Metacognitive Revision Strategies 	Reviewing Curriculum at KS3: Independent Learning (CPR)
	Directed Learning: Aiding and Embedding Retention using homework. 	Modelling Reading	

During National Lockdown in March, the school took the opportunity to provide the whole staff with access to additional SEND specific online training. A summary of the provision and access to training opportunities is below.

National Lockdown - SEND SPECIFIC WHOLE STAFF ONLINE TRAINING 2019-2020	Staff
Supporting Students with Dyslexia	37 Staff
Supporting Students with Dyspraxia	28 Staff
Supporting Students with Dyscalculia	28 Staff
Supporting Students with ADHD / ADD	34 Staff
Supporting Students with Vision Impairment	28 Staff
Supporting Students with Hearing Impairment	24 Staff
Supporting Students with Behaviour Difficulties	39 Staff
Read Write Gold Webinar	

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

During the academic year 2019-20, 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 Motor Skills United and Speech and Language groups were supported directly by an Occupational Therapist and Speech and Language Therapist.

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.

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 2019-20

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)
- School 2 School

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>.