



Annual SEND Report to  
Governors  
2019/2020 Secondary

Improving Education Together.

This report reflects academic year ending July 2020			
Name of Academy		Pool Hayes Academy	
SENCO		Thomas Harris	
Date of Report		September 2020	
SEND Governor			
SEND profile			
Total Number of pupils on SEND register			
SEND Support		Education, Health and Care Plans	% of academy population
			SEND support    EHCP
111		26	10.35    2.4
% boys and girls		SEND and Pupil Premium % of SEND cohort	<i>SEND needs breakdown should be shared with Governors</i>
Boys 67.15	Girls 32.85	59.12	See attachment.
<p><b>Identifying pupils with SEND:</b></p> <p>Cognition and Learning:</p> <ul style="list-style-type: none"> <li>a) Key Stage 2 results – below 85 SAS means on register</li> <li>b) Between 85-95, student will be tested on some in house tests to check spelling (WRAT 4), BPVS and reading comprehension (BPVS). Below 85 added onto register.</li> </ul> <p>Social emotional and mental health:</p> <ul style="list-style-type: none"> <li>a) Primary school information</li> <li>b) If raised as a concern, staff use email to Mel Watkins</li> <li>c) A teacher/person in school close to student completes SEND indicators taking into account a variety of issues eg family background, in school behavior. If score is above 13, they are entered onto register</li> <li>d) All SEMH students will have an emotional literacy assessment also to depend our knowledge on their area of need</li> </ul> <p>Communication and Interaction:</p> <ul style="list-style-type: none"> <li>a) Support from SaLT</li> <li>b) Afasci assessment</li> <li>c) ASD profile</li> </ul> <p>Physical and Sensory:</p> <ul style="list-style-type: none"> <li>a) External assessment normally via HI and VI</li> </ul>			

**Interventions:**

**Intervention 20 – morning interventions during form time include:**

Cognition and Learning:

- Toe by Toe
- Pre Vocabulary
- English language
- English Literature
- Maths support
- Peer assisted sentence combining
- Dyslexia support

Social emotional mental health:

- Mentoring
- Hygiene
- Emotional literacy
- Transition work
- Social emotional workshops

Communication and interaction:

- Understanding me
- Autism Awareness
- Lego therapy

Physical and Sensory:

- Physiotherapy

**Intervention 60 – 60 minutes interventions during lesson time include:**

- Wave 3 Literacy – Rapid Read and RML
- Wave 3 Numeracy – Maths work to support scheme of work
- Lego Therapy
- Pragmatics

<b>Progress made by pupils with SEND</b>						
<b>Achievement – Year 11</b>						
	All SEND	Non SEND	SEND support	EHCP	SEND and PP	SEND Non PP
Cohort size	25		19	6	13	12
Progress 8	-0.08		-0.15	0.17	-0.29	0.16
Attainment 8	33.92		32.68	37.83	31.29	36.77
Progress 8 English element	-0.62		-0.21	-0.75	-0.78	-0.44
Progress 8 Maths element	0.29		0.27	0.36	0.37	0.21
% Basics Level 4	32.0		21.1	15.8	30.8	33.3
% Basics level 5	16.0		16.7	66.7	15.4	16.7
<b>Effectiveness of targeted interventions</b>						
<ul style="list-style-type: none"> <li>- Strong P8 score for all SEND students</li> <li>- Success of EHCP students all gaining college courses</li> <li>- All interventions support self-esteem and literacy and numeracy of students</li> <li>- All parents very much engaged with all students</li> </ul>						
<b>Wider Outcomes effectiveness for this cohort</b>						
<ul style="list-style-type: none"> <li>- All students fully engaged in Post 16 courses</li> </ul>						
<b>Attendance and exclusions</b>						
Overall attendance %		% of pupils PA		% and number of SEND pupils FTE or PEx		
SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	
85.03	92.37	48.21	23.34	Fixed term - SEND K – 6 (5.36%) EHCP – 0 Non- 13 (1.35%) Perm Ex – SEND K – 1 (0.9%) EHCP – 0		

				<b>Non- 4 (0.4%)</b>
<p>All TAs within SEND have a fully supportive CPD programme ranging from cognition and learning initiatives to social emotional and mental health ideas All TAs are keyworkers to a Year 11 student and use this information to update targets on BlueSky Appraisal</p>				
<p><b>Other initiatives in the last 12 months to improve the quality of SEND provision leading to improved outcomes including any external specialist support services that work with the school and the impact they have.</b> SaLT support EP support for exam concessions All SEND students had some form of exam concession Shepwell Outreach support North Star Inclusion</p>				
<p><b>Outline how the specific targets, objectives and learning needs of SEND pupils will be addressed through quality first teaching and how this will be reflected in your curriculum intent.</b> Regular SEND meetings to look at SEND targets Input to curriculum design with regard to specific needs of students Inclusive programme</p>				
<p><b>Outline of objectives for 2019-20</b></p> <ul style="list-style-type: none"> <li>- Outcomes for this current Year group of SEND will be below 0. It is important that we get as close to 0 as possible</li> <li>- Impact Maps for all interventions to measure impact of students</li> </ul>				
<p><b>Other interventions</b></p>				

Attachments

1. Needs analysis
2. SEND EIP
3. Academy Information Report