

Annual Report to Parents from the Governors on the provision for SEND at Lydiard Park School 2017

This annual report should be read in conjunction with the SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Additional Educational Needs (AEN) Staff

Executive Principal – Clive Zimmermann
Operational Head – Gary Pearson
SEND Line Manager – Sophie Hesten (Vice Principal)
Strategic SENDCo and Assistant Principal – David Williams
Operational SENDCo – Sandra Tanfield
ASC SRP Manager – Davina Sayers
Specialist SEN Teacher – Alison Mills

From May 2017 a restructure has taken place, instituting new leadership for SEND:

David Williams (Assistant Principal and Strategic SENDCo for The Park Academies Trust) has a BSc (Hons), a PGCE, a research Master's degree in Learning and Teaching specialising in student well-being from the University of Oxford, and he completed the National Award for Special Educational Needs Co-ordination in 2014. He is qualified to test for JCQ examination access arrangements, and is a member of the British Psychological Society. David has been a trustee of the British Dyslexia Association since 2010 and is the current joint non-executive Chair of the Management Board and Chair of the trustees. David has chaired the Wiltshire Dyslexia Association for the past 12 years. In this capacity he is frequently invited to speak to groups of SENDCos both locally and nationally. In 2007, he received an international scholarship for his research into the use of mind-mapping techniques with ASD students, and in 2011 was named Dyslexia Teacher of the Year. He is a member of the Swindon Special Educational Needs Resourcing and Assessment Panel and chairs the Swindon Primary and Secondary SENDCo Network. David is currently working with the All Party Parliamentary Group for Specific Learning Difficulties on matters regarding the current education and specialist training situation, the need for a coherent system for assessment and access arrangements and finally, research on higher education institutions' support for students. He is also working closely with Pearson Publishing UK to develop resources for teaching assistants based around differentiation.

Sandra Tanfield, Operational SENDCo, has been teaching at LP for 18 years. She started as an English teacher and then became SENDCo in 2012. Sandra gained the National Award for Special Educational Needs Co-ordination in 2013.

Alison Mills, Specialist SEND Teacher started teaching in 1987 having completed a BA in Combined Arts and a PGCE. After nine years teaching in a secondary school she had a career break to look after her children. In 2002 she started working in a primary school with KS2 children, firstly as a TA, and then teaching. Using primary experience, she returned to the secondary school setting four years ago and currently works within the SEND department teaching English and Maths to

year 7 and 8 students who have not made above age expected progress and would benefit from being in a smaller, nurture group.

Davina Sayers, ASC Centre Manager has been teaching for 32 years. She has a B.Ed Honours degree in English and Education. In 2011 she moved across to work in the SRP and became Centre Manager in 2014.

Our Approach to Teaching Learners with SEND

At Lydiard Park Academy we are fully committed to the inclusion of pupils with special educational needs into mainstream lessons. We seek to ensure that the individual needs of pupils are fully met. We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess to ensure that learning is taking place.

How we Identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or

(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

If a learner is identified as having SEND, we will provide support that is 'additional to or different from' the normal differentiated curriculum intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school or they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, or they may be worried about different things that distract them from learning. At Lydiard Park Academy we are committed to ensuring that all learners have access to learning opportunities and, for those who are not making progress, we will intervene.

This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

SEND PROFILE 2016-2017

YEAR	STATEMENT EHCP	/	ADDITIONAL NEEDS	EAL
6 th Form	0		1	10
11	7 (3 SRP)		25	33
10	8 (4 SRP)		26	31
9	2 (3 SRP)		15	27
8	7 (2 SRP)		25	24
7	7 (2 SRP)		37	27
Total	31		128	152

For Year 11, students under SEND support made up 15% of the year group (this is compared with 11% nationally). School absence among this group was 7% (compared with a national figure of 10%). 4% of year 11 were students with EHCPs (this is the same as the national average). School absence among this group was 3% (compared with a national figure of 9%).

In the previous academic year (2015 – 2016) there were 32 students with an EHCP or a statement and 119 students with additional needs. Pupils identified will fit into the following categories: Cognitive and Learning; Communication and Interaction; Physical and Sensory; and Social Emotional and Mental Health.

Assessing SEND at Lydiard Park Academy

Progress data for all students is collated over the course of the year. The data is reviewed and those pupils who have made no progress, show a severe decline in progress, or a major difference to their peers across English and maths, are identified and discussed. This information is taken to the weekly referral meeting and where necessary referrals are made to the Educational Psychologist.

All students have an annual reading and spelling test at the end of each year and the curriculum support team analyse these results. Any child with a reading standardised score below 85 will be given a further corrective reading assessment and may be put on the Distar / corrective reading programme. Our aim is for all students to reach a reading and spelling age within the national average range.

What we do to Support Learners with SEND at Lydiard Park Academy

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 document details the expectations for all teachers, and the Teaching Assistant Standards 2014 document details the expectations for all TAs. Staff will use various strategies to adapt access to the curriculum which might include using:

- Visual timetables
- Writing frames
- Differentiated resources
- Laptops or other alternative recording devices

- Peer buddy systems
- Literacy intervention strategies
- Positive behaviour rewards system

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Lydiard Park Academy. Parents/carers, pupils, and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'Assess, Plan, Do, Review' model and ensure that parents/carers and children are informed of any planned interventions. Key workers (TAs allocated to individual pupils) contact parents each term and discuss their child's progress. A baseline is recorded which can be used to compare the impact of provision. Those students with a Statement/ Education Health Care Plan will receive an Annual Review.

The SENDCo attends regular cluster meetings where impacts of interventions are discussed and shared.

Graduated Response to Needs

During the academic year 2016 - 2017 students with SEND were supported through our graduated response. **Wave one students** have needs that can be met through classroom differentiation and quality first teaching. **Wave two students** have additional support delivered by the additional needs team. For **Wave three students** the school has requested support and advice from outside agencies and individualised interventions are put into place. This may be through the Early Help Record procedure or directly with individual agencies or specialists. For a few students, whose needs are significant, an Education, Health, and Care Plan is issued by Swindon Local Authority with additional funding beyond the standard sum delegated to the school for Special Educational Needs and Disabilities.

Some students with disabilities and medical needs are entitled to access arrangements for their GCSEs. Most commonly this is the use of a reader, additional time, or the use of a word processor. Students with these arrangements use them as part of their normal provision in school as far as it is practically possible. Students choose to take advantage of these arrangements with guidance from the school and their parents or carers. Electronic readers have been introduced this year for some students.

All students with an Education, Health, and Care Plan (EHCP) attend their annual reviews where their views are sought both as written contributions prepared in advance, and verbal contributions during the meeting.

Arrangements are made for all students with disabilities and medical needs to attend the full range of extra-curricular activities and school trips.

Categories of Students at Wave 1

- Students who are able to make good progress supported by quality first teaching in lessons.
- Student who require low level interventions.
- Students with below average reading comprehension scores at transition from KS2.
- Year 7 students with below average spelling scores at transition from KS2.

Categories of Students at Wave 2

- Students who attend interventions delivered by the additional needs team.
- Students who require support with social skills.
- Students whose handwriting is largely indecipherable by someone not used to reading it.
- Students who would benefit from additional support with basic numeracy.
- Some students for whom the school has sought educational advice and support from outside agencies such as the educational psychologist, the speech and language therapist, the advisory teacher for alternative technology, the advisory teacher for specific learning difficulties, or the advisory teacher for Autistic Spectrum Disorders.
- KS4 students who have access arrangements for their GCSE exams.
- Students who require one-to-one support to address issues with self-esteem.

Categories of Students at Wave 3

- Students who are supported by significant interventions or targeted programmes designed to meet their needs.
- Some students who are receiving regular support from outside agencies.
- Students who are educated at an alternative educational provision but remain on the school roll.
- Some students who started at Lydiard Park with significant outside agency interventions already in place.
- Students with an EHCP or a Statement of Special Educational Needs.

EAL

We have an increasing number of EAL pupils joining the school, some with no or very little English. Pupils are assessed before joining the school and our 1-4 scale is used to inform staff. We have pupils withdrawn for extra EAL intervention in both KS3 and KS4, taught by a specialist teacher, and have two teaching assistants who support EAL pupils within the classroom.

Preparing for the Next Step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving into employment. Planning for transition is a part of our provision for all learners with SEND. Pupils identified with SEND are invited to additional

transition work from year 6 to year 7. Pupils moving to college are given extra assistance with career advice and college visits. In the ASD centre we try, where appropriate, to start year 11 pupils on a pre-16 college course to assist with transition. Visits are made to all feeder primary schools during term 6 by Teaching Assistants and SEND teachers. Staff also attend year 5 and 6 annual reviews where possible.

Interventions

Cognitive and Learning

DISTAR corrective reading programme – pupils whose reading age is below 10 and are identified through the placement test. This takes place three times a week for years 7 and 8, and twice a week for year 9. Pupils attend different levels depending on their ability.

Year 7 catch-up programme for the lowest 15 pupils who have Maths and English levels of 3 or below on entry to Year 7.

Individual Maths and English provision.

EAL - we withdraw pupils for English support lessons.

In class support- this is where the majority of Teaching Assistant time is directed.

Special exam arrangements and computer support (for students unable to write and therefore using laptops).

Social, Emotional and Mental Health

T zone, anger management, social skills - all small group work. 1:1 mentor and behaviour support. TaMHs offers 1:1 support through an outreach or specialist CAMHS practitioner.

Careful tracking of students' well-being is undertaken through the use of a "Readiness for Learning" score obtained annually using a detailed pupil perceptions survey.

Communication and Interaction

Speech and Language, Educational Psychologist, and Life Skills programme.

We have a TA within the SRP that works alongside the Speech and Language traded service team and is now able to deliver regular speech and language sessions.

Physical and Sensory

Hearing support and Visual Impairment support.

Liaison

Swindon Borough Council has created a Project Board with representatives from Education, Health, and Social Care across Children's and Adult Services. David Williams (Assistant Principal and Strategic SENDCo for The Park Academies Trust) attends all the meetings as one of the Lead SENDCos in the borough. The Board also includes representation from young people and their parents and carers, and the voluntary and community sector. The SEND Project is part of two major change programmes with Swindon Borough Council: Managing Adult Demand, and Strengthening Families. As a result it reports directly to the Director of Children's & Adult Services, who in turn reports to Corporate Board and the Cabinet. The forum promotes a joint approach to assessing a child or young person's Special Educational Need(s) across Education, Health, and Social Care, spanning the 0-25 age range.

Progress at Key stage 4 (Academic year 2016 2017)

KS4 Pupil groups performance 2017

		Pupils	Actual results		Pupil progress	
			Attainment 8 (Overall)	% English & Maths (Grade 4+)	Progress 8 (Overall)	% English & Maths (Grade 4+)
SEN Group	SEN Support	25	3.4	32%	-0.37	-7%
	EHC Plan	7	3.2+	29%	-0.88	-13%
	No SEN	137	5.0 ↑	77%	+0.33+	+12%+

The table above is an extract from Lydiard Park Academy's Self-Evaluation Summary dashboard. It shows that both students under SEND support and students with EHCPs made progress and had Attainment 8 in line with their peers nationally. This is denoted as uncoloured figures. The progress and attainment for students on the SEND register is nationally below that for students with no SEND. The green plus next to attainment for students with EHCPs means that there has been a significant improvement for these students from the previous academic year.

Year group	7y	y7	y8	y8	y9	y9	y10	y10
	SEN EHCP	SEN K	SEN EHCP	SEN K	SEN EHCP	SEN K	SEN EHCP	SEN K
Achieving 5-9 (E&M)%	50	30	20	18.2	0	7.7	14.3	0
Target 5-9 (E&M)%	50	20	20	13.6	0	15.4	28.6	9.1
Difference%	0	10	0	4.6	0	-7.7	-14.3	-9.1
Average Total Attainment 8%	39	35.83	36.6	37.73	34.67	36.38	26.5	23.09
Average A8 Target%	38.5	34.73	32.8	36.64	3.53	36.23	39.36	34.43
Average A8 diff%	0.5	1.1	3.8	1.09	31.14	0.15	-12.86	-11.34

Since the data cut in July 2017 the students with EHCPs in year 9 and year 10 have made significant progress and currently at 36.4%. This is an improvement of 10%. There has been a smaller improvement with the year 10 SEN K students and intervention is currently underway There are 2 students who are educated off site who are impacting on the overall percentage. Year 9 K students are achieving above target in English.

Professional Development

The following CPD training was offered as part of the whole school training programme: Specific Learning Difficulties (SpLD) and Growth mind-set awareness.

A representative from the AEN team attended a day's training provided by NASEN on the new Special Educational Needs and Disability Code of Practice. The AEN staff undertake in-class observations of teaching assistants using the national Teaching Assistant standards. Feedback is given to the teachers and assistants.

The SENDCo trained newly qualified teachers and new members of staff in Special Educational Needs provision.

Parent/Carer Involvement in Provision for Students with SEN, Disabilities, and/or Medical Needs

Annual Reviews, TACs, daily e-mails, phone calls, and meetings take place. Parents and Carers are fully included in the review process for students with SEND and they are encouraged to develop the students' learning at home, supporting them with prep (homework), interventions, and/or reading. This partnership has a significant positive impact on student progress.

Deployment of Staff and Resources

During the academic year 2016 - 2017 staff were deployed to provide for students with Special Educational Needs and Disabilities in the following ways:

- Teaching Assistants worked in mainstream classrooms alongside classroom teachers to support SEND students and take small groups or individual students for additional support, mostly outside of timetabled lessons. A nurture group was run for Maths and English at Key Stage 3.
- The department worked closely with the pastoral team contributing to 'Early Help Records', 'Team Around the Child' meetings, 'Child In Need' Meetings, contact with parents, and assessment of student needs.

External Agencies

The advice and support of the following agencies has been sought:

- The advisory teachers for hearing impairment, social and communication difficulties, Specific Learning Difficulties (SpLD) and physical disability.
- Autism outreach service.
- The borough's Educational Psychology service.
- Speech and Language Therapy.
- Swindon Special Educational Needs Resourcing and Assessment Panel.

- Targeted Mental Health Service (TaMHS).

Development Points from the Previous SEND Report 2015-2016

To improve levels of progress for Statemented pupils across both English and Maths. **Significant improvement**

To develop a TA toolkit which will be used to support SEND pupils in class with differentiated writing strategies. **Completed**

Training of teaching staff in differentiation (Quality First Teaching) for low attaining pupils and those with ADHD, due to an increased number of SEND pupils entering school with an ADHD diagnosis. **Completed**

Training for TAs on questioning skills. **Completed**

To investigate Growth mind-set resources for disaffected pupils. **Underway**

Current Development Points

- Implementation of SID (Student information Database) to ensure that all staff are fully aware of student needs both during transition and when at LPA.
- Development of Primary SENDCo forum.
- Standardisation of EAL register, SEND register, to support curriculum.
- Development of Attachment Lead programme.
- Implementation of Autism Education Trust Standards.
- Implementation of Dyslexia Friendly Schools programme.
- Implementation of ADHD bill of rights.
- Implementation of ASC bill of rights.
- Introduction of Pupil Perceptions survey to monitor well-being for all students. Interventions to be in place to support those with a low Readiness for Learning score.
- Rotation review of SEND register to be implemented to ensure strategies are up to date.
- All student literacy progress will be tracked for word recognition, reading speed, reading comprehension and spelling. This will enable literacy heavy subjects such as English and Humanities to target the curriculum at the right level for students.
- Growth mind-set training and differentiation for high ability students to be developed.
- Implementation of Education Endowment Trust standards for TAs.
- Review electronic TA timetable which can be accessed by all teaching staff to support MINT class with lesson preparation.

Local Offer

For further information on services available within Swindon, please see the Swindon Local Offer at <http://children.mycaremysupport.co.uk/>

Contact information

Parents with enquiries regarding Disabilities and/or Special Educational Needs are invited to contact the school by phone (01793 874224), email, or letter. Appointments can be made with:

David Williams; Assistant Principal / Trust SENDCo
williamsD@theparkacademiustrust.com

Sandra Tanfield; SENDCo
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Davina Sayers; SRP Manager
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