

Statutory Annual Report to parents on the effectiveness of arrangements for SEN and Disability

The school's SEN Policy was last reviewed and amended by the Governors, Headteacher and SENCo in September 2018. Its aims and objectives are set out below.

Our aims and values:

John Mason values the abilities and achievements of all its pupils and is committed to providing, for each of them, the best possible environment for learning by:

- ensuring the identification of SEND as early as possible in students' school career
- monitoring progress
- working collaboratively with parents/carers and outside agencies
- involving students and parents in decision-making
- personalising learning for students
- promoting independence
- ensuring that the responsibility for SEND held by all staff and governors is carried out
- removing barriers to achievement and success

Analysis of Progress of Pupils on the SEND Register:

The learning gap between SEND pupils and non-SEND pupils at John Mason remains significant and narrowing the gap is our key priority. Presently we have 156 pupils on the SEND register.

Year 11 GCSE results:

Students are now evaluated using the new Progress 8 measure. Progress 8 aims to capture the progress a student makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that students' results are compared to the actual achievements of other students with the same prior attainment. It considers 8 subjects that include English, Maths, EBacc subjects and other high value qualifications. Because this is a relatively new measure it is not easy to provide a comparison to past results and so for this report only the 2018 results are shown. In the future, past Progress 8 results will be included to show the trend over time.

Last year we had 26 Year 11 pupils on the SEND register.

	SEND Pupils	Non-SEND Pupils	Without non-attenders	National (2017)
English GCSE (Progress 8)	-1.46	0.08	-0.61	-0.04
Maths GCSE (Progress 8)	-0.86	0.27	-0.11	-0.02

The results for English and Maths are a clear reflection of the difficulty our SEND students had with the introduction of the more academically demanding new exam specification. The SENCo and the Heads of the English and Maths Faculties are working together to adapt the way the school teaches more forward focusing on carefully constructed interventions which will benefit all students but particularly those SEND students.

Out of the 26 students on the SEND register, 7 of them were non-attenders, and despite outside agencies involved, we were unable to reach them and make a difference, hence the project conducted by the SENCo in partnership with the Educational Psychology Services to prevent similar stories to unfold in the forthcoming years.

SEND Performance at KS4:

Year 10 SEND	English	Maths
Below Target	44%	31%
On Target	38%	19%
Above Target	19%	50%

SEND Performance at KS3:

Year 9 SEND	English	Maths
Below Target	37%	32%
On Target	37%	37%
Above Target	26%	32%

Year 8 SEND	English	Maths
Below Target	39%	23%
On Target	48%	70%
Above Target	13%	7%

Year 7 SEND	English	Maths
Below Target	27%	19%
On Target	59%	76%
Above Target	14%	5%

The gap between SEND pupils and non-SEND pupils continues to be a focus as the new qualifications have meant changes to KS3 curriculum to build in the rigour required at KS4. Since the appointment of a new SENCo in September 2017, the key priority for the Learning Support Faculty has been to assess the quality of teaching (differentiation / awareness of needs), to ensure SEND children are in classes as much as possible, and a review of the interventions in place, including the deployment of staff. Thus we are monitoring progress closely so we can intervene promptly and effectively.

Our Interventions:

The JMS Team have worked hard over the past 12 months to develop new interventions and to deploy the Learning Support faculty staff more effectively. Our range of interventions is constantly widening, so that, ultimately, we can remove barriers to learning.

Our interventions include:

- ELSA Programme
- Social Skills sessions
- Art as Therapy
- FFT Reading
- High 5 Reading and Writing programme
- Mentoring
- EAL mentoring and teaching
- Homework Club
- KS4 Overlearning sessions in core subjects
- Key Skills Programme at KS3

Pupil Profiles:

A profile is written for every student on the SEND Register. Profiles outline their strengths and barriers to learning, and provide strategies for teachers and teaching assistants to support students so they can reach their full potential. Each profile is reviewed several times a year although it is a working document and can be amended at any time during the year.

All profiles were changed to a new template over the past 10 months. The feedback from all stakeholders (parents, pupils, governors and teachers) is that the new profiles are user friendly, clear and consistent, and they provide effective strategies for each pupil.

Support from External Agencies

- Educational Psychologist – 5 days' support per year. The educational psychologist's time is used for students with significant learning or emotional, behavioural or mental health problems and to work with small group on targeted outcomes (eg: attendance, resilience, etc...)
- Communication and Interaction Service – supporting students with Asperger's Syndrome and Language & Communication difficulties
- NHS Speech & Language Therapy – support students with minor or significant difficulties with speech
- Hearing Impairment Advisory Services – supports students with profound or partial hearing impairments
- Visual Impairment Advisory Services – support students partially sighted.
- NHS Children's Therapy Team (Occupational Therapy & Physiotherapy) – support for students requiring occupational therapy and physiotherapy
- Children's Social Care Team – supporting students with family difficulties
- Child and Adolescent Mental Health Service (CAMHS) – for students with mental health difficulties

- Meadowbrook College - a referral unit for students with social, emotional and mental health problems;
- Physical Disability Support Service – for students who have some degree of physical disability.

Staff Training:

The school employs a mixture of external and internal training to ensure that staff have the necessary skills to be able to support our SEND students.

External Training

- The SENCo continues to attend Local Authority sessions and SEN Co Partnership meetings to keep up to date with Code of Practice as well as the Annual Inclusion Conference.
- All Teaching Assistants have attended “High 5” Programme training
- 2 Teaching Assistants attended training sessions delivered by the Communication and Interaction services to deliver Social Skills sessions effectively.
- 2 Teaching Assistant have attended a course to support EAL students in the classroom.

In house training

- Weekly SEND department meetings to share effective practice and identify any issues.
- Whole staff INSET: session on readability delivered by the SENCo
- Whole staff training session on Autism
- Whole staff training session on Auditory Processing Difficulties and Effective Classroom Strategies
- Feedback to teachers and teaching assistants following programme of Learning Walks, book scrutiny and following the SEND QA.
- Regular SEN Co input in staff briefings re: on specific needs or individuals
- Faculty fortnight focus, when SEN Co and a Head of Faculty do Learning Walks and students interview on specific areas of SEND / differentiation, etc..

Furthermore, the SENCo has worked in partnership with the Oxfordshire Educational Psychology Services on a project to assess the correlation between students with anxiety / ASC and poor attendance. The findings have already enabled to set up strategies to support our more vulnerable learners at KS3.

Links with Home

The SENCo, Heads of Year and Students Managers meet with parents regularly in response to any concerns or difficulties. There are currently around 20 EHA (Early Help Assessments) that have led to a TAC) and Team Around the Family (TAF) meetings running in addition to several pieces of family work not included in a TAF.

The SENCo and tutors also meet regularly with parents and guardians to review Pupil Profiles of students with SEND. This can include a formal meeting, a phone conversation or / and emails.

Finally, parents are always welcome to meet with Heads of Year and the SEN Co during Parents’ Evening should concerns arise.

SEND Trip:

We continue to have the opportunity to take a group of SEND students away for a day to the Cotswolds Wildlife Park. Our students organise various fund raisers activities such as a cake sale and a tombola to cover most costs. This year we were able to take 23 students. We also run an outward bound trip in October to build self-esteem through or inclusion team.

Moving forward

While the implementation of the new SEN Code of Practice has been at the forefront of the Learning Support Faculty development plan over the past few years, the introduction of the new GCSE syllabuses and their implications for students with SEND are now a priority. As a consequence, the range of Literacy and Numeracy Interventions offered at KS3 and KS4 will continue to develop to reflect the demands and recently identified learning and teaching needs of the new syllabuses.

The Faculty is also keen to develop its range of assistive technology; for example, we are currently investigating reading pens to support students in GCSEs while still promoting their independence.