

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

At John Mason we strongly believe that all students, despite their barriers to learning, can achieve to their full potential if they are given appropriate tasks and strategies to manage challenges.

### 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 has started to narrow significantly. Over the past couple of years, the Inclusion Faculty has worked hard to put systems in place (Pupil Profiles, interventions schedules, provision map and monitoring process) and these have started to have an impact at a whole-school level.

We had 160 students on the register (June 2019), with 13 students holders of an EHCP. Last academic year, the SEN Co secured 5 more EHCPs for one Year 9, two Year 10 and 2 Year 11 students.

### Year 11 GCSE results:

*Reminder: we evaluate students using the 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 eight subjects that include English, Maths, EBacc subjects and other high value qualifications. Progress 8 remains a new measure and we still do not have enough data to compare and analyse long-term trends.*

Last year we had 36 Year 11 pupils on the SEND register (January 2019 census):

	2018 P8 English	2018 P8 Maths	2019 P8 English	2017 National Trend	2019 P8 Maths	2019 Overall
SEND Students	-1.46	-0.86	-0.59 ↗	-0.04	0.12 ↗	-0.36 ↗
Non SEND Students	0.08	0.27	0.04	-0.02	-0.03	0.01
SEND without non-attenders	-0.61	-0.11				0.04 ↗
Non SEND without non-attenders						0.01

Although the gap between SEND students and non-SEND students remain important, it has narrowed significantly this year. We will probably be below the national trend again, but the difference between SEND and non-SEND students is less substantial.

Teaching staff, alongside Teaching Assistants are more confident when teaching the new syllabuses introduced a few years ago. Teaching Assistants have gained a more secure understanding of the marking scheme and expectations in GCSE English and Maths. They have working closely with subject teachers.

The Learning Support Faculty has also delivered more regular and more structured overlearning sessions for Year 11, especially in the run up to the final examinations.

Out of the 36 students on the SEND register, five of them were non-attenders, and despite outside agencies involved, we were unable to reach them and make a difference. However, we would like to stress that all SEND students turned up to sit all their exams, including all non-attenders.

#### **SEND Performance at KS4:**

<b>Progress 8 (July 2019)</b>	<b>SEND Students</b>	<b>Non-SEND Students</b>
<b>English</b>	<b>-1.67</b>	<b>-0.29</b>
<b>Maths</b>	<b>-1.98</b>	<b>-0.86</b>
<b>Overall</b>	<b>-1.42</b>	<b>-0.16</b>

Year 9 SEND (29)	English		Maths	
	SEN	No SEN	SEN	No SEN
Below Target	34.5% (37%)	18.1%	44.8% (32%)	16.8%
On Target	62.0% (38%)	67.1%	55.2% (37%)	75.1%
Above Target	3.5% (19%)	14.8%	0.0% (32%)	8.1%

*In brackets: 2018 data*

#### **SEND Performance at KS3**

Year 8 SEND (38)	English		Maths	
	SEN	No SEN	SEN	No SEN
Below Target	23.7% (39%)	22.7%	7.9% (23%)	14.9%
On Target	68.4% (48%)	69.5%	82.1% (70%)	83.0%
Above Target	7.9% (13%)	7.8%	0.0% (7%)	2.1%

*In brackets: 2018 data*

Year 7 SEND (32)	English		Maths	
	SEN	No SEN	SEN	No SEN

Below Target	15.6% (27%)	16.8%	28.1% (19%)	14.5%
On Target	84.4% (59%)	74.8%	68.8% (76%)	80.2%
Above Target	0.0% (14%)	8.4%	3.1% (5%)	5.3%

*In brackets: 2018 data*

The gap between SEND and non-SEND learners remain substantial across the school. However more KS3 students are making expecting progress, especially in English. The last two years, many interventions focussed on Years 7 and 8, to ensure that students will have the basic numeracy and literacy skills to access the GCSE syllabus.

The data for Years 9 and 10 remain a concern and we will continue to monitor the impact of interventions such as Key Skills and Overlearning.

### **Our Interventions and External Agencies:**

Our range of interventions has expanded greatly and we offer a whole “JMS Intervention menu” that includes outside agencies and alternative curriculum providers.

<b>Intervention</b>	<b>Students who may benefit</b>	<b>Frequency</b>
<b>Pupil Profile</b>	All students on the SEND register	Every lesson
<b>Key Skills</b>	KS3 students with low level of literacy and numeracy (based on KS2 attainment)	4 times a fortnight
<b>FFT Programme</b>	Students with reading age below 9 years old Students with poor comprehension / inference skills	3 to 5 times a week, DEAR time
<b>ELCISS – Vocabulary Programme</b>	Students with low receptive and expressive language skills Students with poor spelling and vocabulary	2-4 times a week, DEAR time
<b>Reading Intervention</b>	Students with lack of reading fluency Students with low inference and comprehension levels	2-4 times a week, DEAR time
<b>Core Subject Overlearning</b>	Students with general Cognition and Learning difficulties Students with processing / retaining and recalling issues Students with anxiety linked to academic demands	1-4 times a week, DEAR time
<b>Overlearning GCSE Option</b>	KS4 Students with general Cognition and Learning difficulties Students with processing / retaining and recalling issues Students with anxiety linked to academic demands	4 times a fortnight
<b>Mentoring</b>	EHCP holders Students with organisational issues Students with SEMH needs	1-4 times a week, DEAR time
<b>Homework Club</b>	Any student with SEND	Every day after school

<b>Social skills sessions (group or individual)</b>	Students with ASC Students with SEMH needs who struggle in social situations	Once a week
<b>Blue Room</b>	Students with ASC and SEMH needs who are self-aware and can recognise when they are getting overwhelmed.	When applicable
<b>Exit Card</b>	Students with anxiety and sensory processing issues (usually with ASC, ADHD or / and SEMH)	When applicable
<b>ELSA</b>	Students with significant SEMH needs	Once a week
<b>Resilience Programme</b>	KS3 students with low resilience towards learning	Once a week
<b>Self-Regulation Programme</b>	Students with ASC or / and significant SEMH needs who get overwhelmed and overloaded.	Twice a week
<b>Mindfulness</b>	Any student with anxiety and self-regulation difficulties	Once a week
<b>Gardening Club</b>	KS3 and KS4 students with SEMH needs and who need a breather	Friday DEAR time
<b>Feel Good Film Club</b>	All students with SEND who need to relax in a safe environment	Wednesday lunchtimes
<b>Art as Therapy</b>	Students with significant SEMH Students going through a trauma / bereavement Students with attachment disorder	Once a week
<b>Physiotherapy</b>	Students with medical needs who require daily physiotherapy	When applicable
<b>Pet as Therapy</b>	Students with SEMH (anxiety) who struggle to engage with learning	When applicable
<b>The Blue Report</b>	Students who have received SEMH intervention	When applicable
<b>Outside Agencies</b>		
<b>On Course Programme</b>	4 week Programme led by Meadowbrook staff for students who are failing KS3 education – aims to build self-esteem and resilience	4 weeks
<b>Discovery Programme</b>	8 week Programme led by Meadowbrook staff for students who are failing KS3 education – aims to build self-esteem and resilience	8 weeks
<b>PCAMHS /CAMHS</b>	Requests for ASC / ADD / ADHD assessments. Students who suffer from significant SEMH (anxiety, depression...)	Tailored (outside agency)
<b>Communication and Interaction Services – 1:1 mentoring</b>	Students with ASC who experience significant difficulties socially and emotionally	Once a week (outside agency)
<b>Autism Family Support</b>	Students with ASC who experience significant difficulties to regulate at home and whose behaviour impacts on family life	Tailored programme (outside agency)

<b>Educational Psychologist</b>	Students who are failing education because of significant SEND.	Tailored
<b>SALT (Speech and Language Therapist)</b>	Students with significant language difficulties (processing, expressive and receptive language, processing, etc...)	Tailored
<b>VI SENSS Services</b>	Students who are visually impaired	3 visits a year
<b>HI SENSS Services</b>	Students who have a hearing impairment	3 visits a year
<b>PD SENSS Services</b>	Students with a Physical Disability	3 visits a year
<b>NHS Children's Therapy Team (Occupational Therapy &amp; Physiotherapy)</b>	support for students requiring occupational therapy and physiotherapy	3 visits a year
<b>Abingdon Bridge</b>	Students with SEMH- short term counselling / safe choices	Tailored
<b>Social Services</b>	Students with difficult family circumstances	When required
<b>Alternative Providers</b>		
<b>Abingdon and Witney College</b>	Students who struggle to engage with a traditional academic route	1 to 3 days a week
<b>Meadowbrook</b>	Students who struggle with education and who might be at risk of permanent exclusion	1 to 3 days a week
<b>Earth Trust</b>	Students who struggle with education and who might be at risk of permanent exclusion	1 / 2 days a week

### **Pupil Profiles and Statutory Reviews:**

All students on the SEND register have a Pupil Profile that highlights strategies to remove barriers to learning. These Profiles are shared with staff in September and when a new Profile is drawn.

Last year we ensured that parents and students with SEND had the opportunity to have three statutory reviews on the following occasions: parents' evening, 1:1 meeting and email / phone conversation. The reviews enabled parents to have an in depth conversation with their child's key worker (usually the tutor) and to review both the academic progress and the Pupil profile, and the barriers to learning of their child.

### **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**

- Local Authority sessions and SEN Co Partnership meetings to keep up to date with Code of Practice as well as the Annual Inclusion Conference.
- The SENCo has started to PAPAA (Postgraduate Award for Proficiency in Access Arrangements)
- 2 Teaching Assistants have started a year-long course on trauma

### **In house training**

This year we concentrated more on teaching and the implementation of the Code of Practice but there has been a couple of training sessions.

- Training on conducting Statutory Reviews
- Briefings on specific needs and / or specific students

### **Links with Home**

The whole Learning Support Team continues to have strong relationships with young people and their parents / carers. Parents trust our approach and prospective parents often come to visit after recommendations from current parents with positive experiences.

### **SEND Trip:**

We continue to have the opportunity to take a group of SEND students away for a day on the last week of term. This year, we took 35 students to Bournemouth. We visited the Oceanarium. Then students had fish and chips (and an ice-cream!) on the beach. For some, it was the first time that they felt sand between their toes.

### **The new Inclusion Unit**

Over the past six months, a lot of planning and thoughts has gone into re-arranging the Learning Support Faculty, one again to maximise its impact.

This September, we launched the Inclusion Unit; it consists of two zones: a Learning Zone and a Well-Being Zone. In the Learning Zone, we deliver all curriculum-based interventions whilst in the Well-Being Zone we concentrate on supporting students with significant Social, Emotional and Mental Health Needs with a wide range of therapy-based interventions.

### **Priorities 2019-1020:**

- Quality first teaching : differentiation in the classroom
- Non-attenders: back in school
- Literacy and Numeracy basic skills: let's narrow the gap even further