

Annual Report to Parents from the Governors on the Provision for Special Educational Needs and Disabilities (SEND) at Abbey Park School 2018 – 2019

This annual report should be read in conjunction with the Special Educational Needs and Disabilities (SEND) Policy.

We have invited two national experts into school to review SEND practice and have had a monitoring visit from Ofsted. In addition we utilise the NASEN SEND reviewer framework to support with self-monitoring and development; this is reported on to Swindon Local Authority.

Marc Rowland of the National Education Trust commented following a detailed review of practice across Swindon schools: "The emerging work to support pupils with Special Education Needs and Disability is model practice that should be embedded across the school. It is an approach that should be shared with schools across Swindon and beyond. It is particularly encouraging that there is a focus on SEND expertise into classrooms to support teachers. The Pearson survey work is critical in providing a baseline and impact measure of the improved experiences of vulnerable pupils at the school."

Deirdre Fitzpatrick, Director of Education at I CAN, DfE Advisor Free Schools, Ofsted Inspector, School Improvement Advisor, reviewed SEND practice and noted the following:

- Significant action has been taken to improve provision for Autistic young people at Abbey Park School.
- SEN register now fully reviewed and in line with SEN code of practice.
- Pen portraits redesigned and made more accessible to ensure appropriate staff use.
- Procedures involving intervention (such as reading and spelling interventions) now require staff to baseline students and track progress data to gauge the effectiveness of the intervention.
- New spelling and reading programmes introduced. These programmes are recognised nationally with known impact measures.
- New Special Educational Needs Coordinator (SENDCo) in place with extensive experience of SEN and evidence of effective impact.

OFSTED Monitoring Visit November 2017:

- Leaders understood the importance of increasing the capacity of the senior leadership team and acted swiftly to add capacity from the Park Academies Trust and to clarify the roles of other senior colleagues. As a result of their work, leadership capacity is significantly strengthened. This has made rapid progress in some areas possible. For example, the provision for pupils who have special educational needs (SEN) and/or disabilities, which was previously identified as a weakness, has been substantially improved. Consequently, these pupils are absent less often, behave better and make more progress.

Additional Educational Needs (AEN) Staff

Executive Principal – Clive Zimmermann

Operational Head – Jon Young

Strategic SENDCo and Trust Assistant Principal – David Williams

SENDCo – Debbie Ellis

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. 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 ASC students, and in 2011 was named Dyslexia Teacher of the Year. He is a member of the Swindon Strategic Special Educational Needs Board. 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.

Debbie Ellis (Operational SENDCo for Abbey Park School) has a BEd (Hons) in Special Educational Mathematics. She has worked as a SENDCo in a range of schools since 2000, and before that worked in a specialist residential school from 1991. Debbie has a Diploma in Autistic Spectrum Condition and a Master's in Educational Leadership.

Policies

As appropriate, school policies include explicit reference to students with SEND (Special Educational Needs and Disabilities). The SEND policy (Inclusion policy) is reviewed annually and follows the standardised format of all school policies.

Schools have a duty to report annually to all parents on the provision for Special Educational Needs and Disabilities (SEND) and the implementation of their disability equality scheme.

Children with SEND have significantly greater difficulty in learning than the majority of others of the same age, or 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. The Special Educational Needs Code of Practice 2015 lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of such children.

SEND Curriculum Intent

To have high aspirations and expectations for all pupils with Special Educational Needs and Disabilities and to focus on outcomes for children with SEND **as all teachers are teachers of children with Special Educational Needs and Disabilities and teaching such children is therefore a whole school responsibility.** Every pupil with SEND has their own unique educational needs, and at Abbey Park we are committed to providing a tailored curriculum where adaptations and support are provided without limiting the breadth of students' curricular experience. Abbey Park is ambitious for all pupils with SEND and we believe that appropriate assessment of need and then appropriate planning with parents and carers leads to effective support and interventions for: Communication and interaction; Cognition and learning; Physical health and development; and Social, emotional and mental health. Regular review and re-assessment means that we are able to ensure there is a focus on preparedness for the next stage of their lives and this drives high aspirations for the future, which in turn ensures that students with SEND achieve exceptionally well when they leave the Trust in year 13 or the school in year 11.

SEND Curriculum Objectives:

- To identify and monitor the needs of pupils with SEND as early as possible so that appropriate provision can be made and their attainment raised.
- To enable students who have Special Educational Needs and Disabilities to reach their full potential through the identification and provision of successful interventions.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To work towards successful outcomes through a whole-school approach in the management and provision of support for SEND.
- To provide advice and support for all staff working with students with SEND.
- To provide a broad, balanced, and relevant curriculum, and ensure access to extra-curricular activities and school trips.
- To involve children and their parents/carers in the identification, planning, and reviewing of objectives and outcomes.
- To work in co-operative and productive partnership, where appropriate, with outside agencies.
- To involve and listen to each student's voice in all matters concerning them.
- To record, monitor, and assess outcomes that inform the 'assess, plan, do and review' cycle for each individual student, and those that inform the planning of the school development plan.
- To provide an education that enables all children and young people to make progress so that they achieve the best possible outcomes, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education, or training.
- To ensure all pupils are able to achieve exceptionally means achievement across the board that is at least similar to that of non-SEND counterparts, that matches or better the child's previous rate of progress, and that closes the attainment gap between the child and their peers. All students can and should achieve their very best.
- To ensure that all students are able to share in all aspects of the life of the school.
- To enable the enhancement of pupils' self-perception as learners.
- To ensure that all students are inspired and motivated, fostering a curiosity to learn.

Our Approach to Teaching Learners with SEND

We are fully committed to the inclusion of pupils with Special Educational Needs and Disabilities 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 progress is being made and students are achieving exceptionally well.

SEND Implementation

Our Approach to Teaching Learners with SEND

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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 follows:

“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 Abbey Park School 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 2017-2019

	May 17	May 18	May 19
SEND Support	140	94	110
EHCP	13	12	15
SEND Total	153	106	125
Total NOR	980	955	951
%	15.6%	11.1%	13%

CENSUS breakdown by disability 2018-19

Autistic Spectrum Condition	29
Hearing Impairment	5
Moderate Learning Difficulty	34
Physical Disability	5
Profound and Multiple Learning Difficulties	0
Severe Learning Difficulty	0
Social, Emotional and Mental Health	44

Specific Learning Difficulty	60
Speech, Language or Communication Need	10
Visual Impairment	2
Other	12

Not every child identified in the census by disability meets the criteria to be in the SEN Support or EHCP categories.

Assessing SEND

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.

All students have an annual reading and spelling test at the end of each year these results are then analysed and interventions are implemented.

In addition to the arrangements for assessing and reviewing all children's progress, pupils with SEND have:

- A rolling review of targets specific to the individual
- Early Help Assessment and Team around the child (TAC) meetings
- External agency involvement ie Educational Psychology, Speech and Language Therapy (SALT), Occupational Therapy and other support service reviews

What we do to Support Learners with SEND

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teaching Standards and the SEND Code of Practice expects quality first teaching to be provided and stipulates that every teacher is a teacher of SEND. 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 and personalised packs
- Laptops or other alternative recording devices
- Peer buddy systems
- English intervention
- Early English Intervention 1:1
- Positive behaviour rewards system
- High Frequency Word Practice
- Spelling Group Skills
- Corrective Reading
- Morphographs
- Word Wasp/Hornets/Toe by Toe
- Power of 2
- Handwriting Group Skills
- Social Skills
- Nurture
- Gross and fine motor skills
- Times Tables
- Sentence Work

- Targeted Mental Health Service (TaMHs)
- Pastoral Support Advisor (PSA)

Children have been supported by the Advisory Teacher for Assistive Technology with appropriate software and hardware.

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 identified barrier to learning.

Key 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 pupils. Pupils attend different levels depending on their ability.

Year 7 catch-up programme ensures that English and Maths classes are smaller in year 7.

Individual Maths and English provision.

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

Re-tracking, anger management, social skills, on site counsellor, all small group work, 1:1 mentor and behaviour support.

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 HLTA who specialises in ASC and runs many intervention sessions.

Physical and Sensory

Hearing support and Visual Impairment support.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership. 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. Parents are contacted to discuss their child's progress. A baseline is recorded which can be used to compare the impact of provision. Those students with an Education Health Care Plan will receive an Annual Review and or an interim review.

The SENDCo attends regular cluster meetings where impacts of interventions, training outcomes and updates on local procedures/provisions are discussed and shared.

Graduated Response to Needs

During the academic year 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. 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 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 statutory tests. Most commonly this is the use of a reader, additional time, or the use of a scribe/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.

Where appropriate 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.

Categories of Students at Wave 2

- Students who attend interventions.
- Students who require support with social skills.
- Students who require additional support with English or Maths.
- 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 and other advisory services.
- Students who require 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.
- Students with an Education Health and Care Plan (EHCP).

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. Planning for transition is a part of our provision for all learners with SEND. Pupils identified with SEND are invited to additional transition work. Visits are made to provisions where necessary and where available. Staff also attend annual reviews for students joining where possible.

SEND Impact

Attainment and Progress for SEND KS4 2018 - 2019

The following charts show the key SEND indicators for Abbey Park School, together with national averages for maintained mainstream secondary schools. The national progress 8 is for all students not just SEND students.

		Actual results			Pupil progress			
Pupils		Attainment 8 (Overall)	% English & Maths (Grade 4+)	% Ebacc (Grade 4+)	Progress 8 (Overall)	% English & Maths (Grade 4+)	% Ebacc (Grade 4+)	
SEN Group	SEN Support	22	3.7	59% +	9%	-0.37	+9%	-5%
	EHC Plan	2	2.5	50%	0%	-0.82	+15%	-5%
	No SEN	169	5.1	75%	21% -	+0.16 ↑	+5%	-6%

Attainment & progress

		Attainment			Progress				
Pupils		Attainment 8 (Overall)			Progress 8 (Overall)				
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	20	173	3.6	5.1	-1.5	-0.43	0.15	-0.58
SEN Group	SEN Support	6	16	2.3	4.3	-2	-0.72	-0.23	-0.49
	EHC Plan	-	2	-	2.5	-	-	-0.82	-
	No SEN	14	155	4.1	5.2	-1.1	-0.3	0.21	-0.51

Context · Year 11

		Pupils	Comparative profile 2018/ 2019	
		School	School	National
Summary	All Pupils	193	100%	100%
SEN Group	SEN Support	22	11%	11%
	EHC Plan	2	1%	4%
	No SEN	169	88%	85%

We run two structured interventions to improve literacy. The first, Corrective Reading, supports identified students who have difficulty with reading accurately and fluently. The programme provides a unique blend of teacher-directed instruction and high-frequency practice to accelerate decoding skills. The results achieved by students using the Corrective Reading programme are compelling considering the relatively short period of time and the fact that the students undertaking the program are students who have historically not made progress with reading.

The second program, Morphographs, is a one-year program designed to teach spelling to older students. We are using this with a group of Year 9 at the same time as Corrective Reading to try to boost their low literacy levels before they start the GCSE courses in Year 10. Students learn that words are composed of morphographs, which roughly are prefixes, suffixes, and bases or roots. The program presents rules for combining the morphographs and provides extensive practice in applying these rules. The program uses specific strategies that encourage students to think their way through spelling rather than to memorise word lists. Upon completion of the program, students will have learned 750 morphographs and be able to spell between 12,000 and 15,000 words including most words on the complete Dolch word list. Alongside this, these students receive a study skills session each week looking at how to read exam papers and how to revise effectively.

We measure the progress using Standardised Scores; this means that any increase in score is an above age expected increase. This means that over a six-month period, if a child made 6 months' progress, they would have a standard score increase of 0. Any standard score increase above 0 shows that the student has made more than 6 months' progress in 6 months. The average range for students' standard scores nationally is between 85 and 115. Below are the group's results.

Corrective Reading group average standardised scores for year 7, year 8 and year 9

LUCID Accuracy Academic Year 2017-2018	LUCID Reading Speed Academic Year 2017-2018	LUCID Spelling Academic Year 2017-2018	LUCID Accuracy Academic year 2018-2019	LUCID Reading Speed Academic year 2018-2019	LUCID Spelling Academic year 2018-2019
79	89	66	83	97	73

Liaison

Swindon Borough Council has created a Strategic SEND 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 the parents and carers group, and the voluntary and community sector. The board is chaired by the Director for Education for Swindon and includes Director of Children's & Adult Services as one of the members, who in turn reports to Corporate Board and the Cabinet.

Professional Development

The following CPD training was offered as part of the whole school training programme:

- Dyslexia
- E-safety

There have been a number of SEND-related training sessions for staff:

- Annual SENDCO conference
- Attachment Lead (masters level)
- Annual SpLD Conference
- Dyslexia
- Cognitive Behavioural Therapy (CBT)
- Anxiety
- Healthy Minds
- Welfare Call and E PEP
- ADHD
- Youth Mental Health First Aid
- Life after P Scales Conference
- Fine Motor and Handwriting skills
- EHCP Outcomes workshop
- Referring into Speech and Language Therapy

Staff have worked alongside advisory staff and outreach workers who have visited the school and/or attended meetings which has developed knowledge, understanding and expertise.

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

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

Annual Reviews, Early Help Assessments and Records, 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 homework, interventions, and/or reading. This partnership has a significant positive impact on student progress.

Deployment of Staff and Resources

During the academic year 2018/2019 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.
- The department worked closely with the pastoral team contributing to 'Early Help Records', 'Team Around the Child' meetings, 'Child In Need' Meetings, inclusion centre support, 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, visual impairment, social and communication difficulties, Specific Learning Difficulties (SpLD) and physical disability.
- Educational Psychology Service (EPS)
- Speech and Language Therapy.
- Occupational Therapy
- Community Paediatricians
- Swindon Ten to Eighteen Project (STEP)
- School Nursing Service
- Young Carers
- School Nurse
- Special Educational Needs and Disability Information and Advice Support Service (SENDIASS)
- Education Welfare Officer
- Social Care
- The advisory teachers Specific Learning Difficulties (SpLD) and physical disability.
- Autism outreach service.
- Aiming High
- SENAT Senior Officer
- Virtual School (for children who are looked after by the local authority)
- Targeted Mental Health Service (TaMHS).
- Child and Adolescent Mental Health Service (CaMHS)
- Butterflies Children Centre
- Parent Support Advisor (PSA)
- Social Emotional and Mental Health (SEMH) Team
- The Education Psychology service
- Exclusion and Reintegration Officer

Funding

Twelve children were in receipt of High needs top-up funding to meet their individual needs as agreed by the Special Educational Needs Assessment Team (SENAT). The funding for these children was used to maintain teaching assistants and buy specific resources. The school budget, includes money for supporting children with SEND. This funding was used to employ and train teaching assistants, resources and external agency support e.g. The Education Psychology Service, TaMHS, Pastoral support assistants (PSAs), Education Welfare Officer (EWO) and Social and Emotional Mental Health (SEMH) Team.

Arrangements for consulting and involving children

The arrangements for consulting and involving children vary according to the age, maturity and capability of each individual. However, in addition to the arrangements offered to all pupils' views will be actively sought through:

The Perceptions survey (each year in the summer term)

Reviewing Individual Plans

EHRs and TAC meetings

EHCP Annual Reviews

SEND specific appointments with the SENDCo

How children with SEND are enabled to engage in activities available with children who do not have SEND

Children with Special Educational Needs and Disability (SEND) have accessed the same clubs as children without SEND. Reasonable adjustments have been made to enable pupils with SEND to access day and residential trips. Full risk assessments have been carried out in advance. Pupils with SEND have been encouraged to attend residential trips with their peers to help them develop life skills.

Local Offer

For further information on services available within Swindon, please see the Swindon Local Offer at <https://localoffer.swindon.gov.uk>

Parents are offered and encouraged to access the support of two Swindon based organisations:

SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) <http://www.contact.org.uk> tel: 08088083555 or email: Sendiass@swindon.gov.uk tel: 01793 466515 and SAM (Swindon Advocacy Movement www.swindonadvocacy.org.uk)

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

In the event of a parent having cause for complaint in relation to their child's needs being met they should, at first, express their concerns to their child's teacher. If concerns or queries remain unanswered then matters can be discussed at a further meeting with the class teacher and/or the SENDCo.

If matters cannot be resolved parents can speak to the Head Teacher. The Complaints Policy is available on the school website or as a hard copy from the school office.

Contact information

Parents with enquiries regarding Disabilities and/or Special Educational Needs are invited to contact the school by phone (01793 705400), email, or letter. Appointments can be made with:

David Williams; Assistant Principal and Strategic SENDCo –
WilliamsD@theparkacademiustrust.com

Debbie Ellis; Operational SENDCo - EllisD@abbeyparkschool.org.uk

Jak Bisson; Additional Needs Administrative Assistant - BissonJ@abbeyparkschool.org.uk

SEND Governor, Mrs Fellowes – Please contact school reception