



Annual SEND Report to
Governors
2018/2019 Secondary

This report reflects academic year ending July 2019			
Name of Academy		Iceni Academy	
SENCO		Sarah Turner	
Date of Report		28 th October 2019	
SEND Governor		Alicia Rickard	
SEND profile			
Total Number of pupils on SEND register			
SEND Support		Education, Health and Care Plans	% of academy population SEND support EHCP
85		13	16.3% 2.5%
% boys and girls		SEND and Pupil Premium % of SEND cohort	<i>SEND needs breakdown should be shared with Governors</i>
Boys SEN – 18.8% EHCP – 3.7%	Girls SEN – 13.6% EHCP – 1.2%	Total SEND – 98 PP 44/98 44.9%	
Identifying pupils with SEND			
<p>Students are identified in primary school and then assessed on entry, or when teachers/parents raise concerns. Information is shared with teachers if SEND K with strategies on how to support them. If we are still concerned a referral to the GP for diagnosis and/or an EHCP application would be made. Outside agencies will be referred to if necessary.</p>			
Progress made by pupils with SEND			
<p>The data set below is for the Year 11 who completed their studies in 2019. There were 12 students with SEND K and 3 with EHCP. However, only one of the students with an EHCP is included within the progress scores in the national data set.</p>			
Achievement – Year 11			

		Non SEND	SEND support	EHCP	SEND and PP	SEND Non PP
Cohort size		81	12	1 (2 not included in data set)	6	9
Progress 8		-0.39	-0.83	-1.04	-1.6	-0.6
Attainment 8		40.3	28.92	9.5	1.74	3.0
% Basics Level 4		62%	25%	0	0	33%
% Basics level 5		43.2%	8.3%	0	0	11%
Effectiveness of targeted interventions (outline successes and interventions not so successful and why)						
<p>The interventions alongside improved high quality first teaching led to some students feeling more confident in their approach to their exams.</p> <p>Interventions have ranged from faculty led sessions, 'top and tailing' lessons with LSA support, small group interventions with a particular focus on Maths and English, and work around resilience and social skills to develop areas which enhance a student's ability to cope with school, and the exam process.</p>						
Wider Outcomes effectiveness for this cohort						
<p>We also worked closely with the Careers Officer to ensure effective CEIAG advice was given and focusing the students on ensuring they achieved the grades they needed to progress at post-16. Our SEND students are seen first to ensure they have the appropriate information and effective transition preparation. However, the number of our SEND students remaining in sustained post-16 destinations is lower than that of their peers.</p>						
Attendance and exclusions						

Overall attendance %		% of pupils PA		% and number of SEND pupils FTE or PEx	
SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
89.32 %	92.03%	22.37%	20.25%	13.3% (13)	6% (26)

Training for Staff

The SENCO took up post in September 2018 and completed National SENCO Award training in July 2018

Staff undertook dyslexia and dyspraxia training, diabetes training and ongoing support based around teaching and learning to ensure High Quality First Teaching was improved, with the aim of more students being fully catered for with their lessons. Staff also receive regular student specific information and updates on their needs.

Other initiatives

We have utilised a range of outside agencies with some of our SEND students to ensure they are receiving a package of support in order to help them develop as people and prepare them for their exams and feel ready for post-16.

Careers advisor – seen before non-send students to allow time for planning for post-16 provision.

COWA and WSC – transition. Providing SENCO support in preparation for the move to college and help organise transition days

Met with nurses and medical team around one of our EHCP students to ensure we are prepared for any episodes and how the pressure of exams may impact upon his health.

Access Arrangements Assessments – to enable students to be able to access their exams in full.

LSA's have all complete invigilator training enabling them to fully support students in exams.

Where appropriate, contact with Thurlow house for those under CAMHS for advice and guidance.

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.

We offer a fully inclusive curriculum, where students have free choice of subject selection at KS4.

Outline of objectives for 2019-20

- To increase the range of interventions in place to increase attainment.
- Support those with poor mental health in order to provide coping strategies and develop resilience.
- Develop exam support, including how to maximise their exam access arrangements, for example, how best to use extra time.

Other interventions

MAP - empowering you programme which benefitting some of our SEND students dependent on need.

Exam stress programme

Science at KS4 interventions to be introduced

Attendance focus.

After school English and Maths interventions for LAC, some of whom are also SEND.

Introduce Working memory interventions, with a focus on students with dyslexia or dyslexic tendencies

Work with the students in KS3 to narrow the gaps in knowledge in preparation for KS4.

Attachments

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