



ARCHBISHOP
SENTAMU
ACADEMY

Church of England

AEN Report
2016

Preface

The AEN Department prides itself on making a difference for children with Additional Educational Needs whilst embedding our ethos of equality and inclusion.

This ethos is enforced throughout Academy Values, one of which states, 'We value every young person in our academy equally regardless of race, background or creed, as being created in the image of God.'

The SEND Code of Practice states:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

'6.79 The governing bodies of maintained academy's and maintained nursery academy's and the proprietors of academy academy's must publish information on their websites about the implementation of the governing body's or the proprietor's policy for students with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.' (Page 106 Special Educational Needs Code of Practice)

Introduction:

This report is to provide confirmation on the outcomes of the AEN department based on the progress and performance of the students on the AEN register September 2015 to June 2016. Fundamental to improving outcomes for children and young people good information and analysis plays a key part in monitoring and support.

*Has our work made a difference? How do we know?
How can we improve further? Are we doing the right things?*

These are questions that underpin all our work, individually and collectively as a department.

This report is to be read in conjunction with Archbishop Sentamu Academy's AEN and Admissions policy.

<http://www.sentamu.com/wp-content/uploads/2012/01/ASA-AEN-policy-2016.pdf>

<http://www.sentamu.com/wp-content/uploads/2012/01/ASA-Admissions-Policy-Sept-17-v6.pdf>

1. The academy's objectives in making provision for students with special educational needs are:
 - The academy is comprehensive and aims to provide a full education for all students with or without statements and regardless of ability or special educational needs. Please refer to the academy's AEN Policy for further details.
2. The person responsible for co-coordinating the day-to-day provision of education for students with special educational needs:
 - The person responsible for co-coordinating the day-to-day provision of education for students with special educational needs is the AVP SENCO - Miss Charlotte Bowes.
3. Arrangements for co-coordinating provision for students with special educational needs:
The SENCO is responsible for:
 - The day-to-day operation of the academy's Additional Educational Needs Policy
 - Liaising with and advising fellow Teachers
 - Co-coordinating provision for students with special educational needs

- Maintaining the academy's special educational needs register and overseeing the records of all students with special educational needs
 - Liaising with parents of children with special educational needs
 - Liaising with external agencies including the educational psychology service, health and social services, voluntary bodies and other support services.
4. Admission arrangements for students with special educational needs both with or without a statement:
- The academy is comprehensive and aims to provide a full education for all students regardless of ability or special educational needs. The admissions policy can be found on our web site. Priority is given to students in care and those with statements/ EHCP's. However, the academy Governors will also consider applications on behalf of children who have social; medical or pastoral needs.
 - The academy is accessible to students with physical disabilities but does not give priority admission to children who might make use of those facilities.
5. Facilities for students with special educational needs:
- Facilities for students with special educational needs includes two lifts in the four-floor block, external ramps, toilets with disabled facilities on every floor and a purpose-built bathroom which includes a toilet **with overhead electric hoist, shower and bed.**
6. Resources:
- The Special Educational Needs Department (AEN Department) has its own budget. The academy's budget allocation for special educational needs is distributed to departments through the normal departmental budget allocation. Each department is responsible for allocating appropriate funding to provide books, stationary and materials for students with special educational needs to enable them to access the curriculum. Although the AEN Department advises the Subject Team Leader on what they will need.
7. Identification, assessment and provision:
- Most students with special educational needs are usually identified before transfer to secondary academy. However, some students' special educational needs may emerge as a result of our own identification or as a result of illness, hospitalisation or family circumstances. Therefore, further identification may be made as a result of:
 - Evidence from Teacher observation
 - Performance against the Mastery Band descriptors Performance
 - Performance against standardised screening and/or assessment tools
 - Identification may also be made as a result of expressions of concern by parents/guardians, students and/or other professionals.
 - Assessment will depend on the nature of the student's perceived special educational needs but may include Teacher assessment, screening or referral to an outside agency as deemed appropriate by the SENCO and in consultation with other professionals and with parents/guardians.
 - Provision will take the form of the student being placed on the special educational needs register. At SEN Support 1.) Students are monitored through an Individual Education Plan which is reviewed half-yearly and occasionally termly. At SEN Support 2.) Provision may also include support from external agencies or a request for statutory assessment.
 - Where students are deemed to have made sufficient progress they may be moved between stages. Alternatively, if their special educational needs are no longer apparent they may be removed from the special educational needs register.
8. Access to the curriculum:
- All students have access to a broad, balanced and modified or differentiated curriculum unless a student's statement of special educational needs states otherwise.

- Departmental policies should include the range of teaching strategies and approaches used including, for example and as appropriate: differentiation, adapted learning materials or specialised equipment, group or individual support, extra adult time to devise and monitor planned intervention for staff development and training.
 - Students may receive in-class support from a teaching assistant and/or withdrawal by TA's/ external agencies working in partnership to alleviate any difficulties students may experience and with the aim of achieving educational objectives.
9. Intergration arrangements:
- The academy ensures that students with special educational needs join in the activities of the academy together with students who do not have special educational needs, as it is reasonably practical, compatible with the students receiving the necessary special educational provision, the efficient education of other students in the academy and the efficient use of resources.
 - Students with special educational needs are encouraged to integrate socially at all times. Special arrangements may be made for students who may need to remain in the academy building at break and lunch times.
 - Students with special educational needs are fully integrated in all areas of their work, in all areas of the curriculum and on academy visits and other social activities. The building and all rooms are fully accessible so as to avoid physically segregating students wherever possible and appropriate, other than in the most extreme circumstances.
10. Any arrangements for the treatment of complaints:
- If parents/guardians are unhappy about the special educational needs provision for their child they have the right to make a formal complaint. In the first instance they should contact the SENCO. Should complaints remain unresolved further action may involve the link member of the Senior Leadership Group, the Principal and the Governors.
11. Special educational needs in-service training for staff:
- In-service training is based upon the perceived needs deemed by the SENCO and the academy which is in line with current legislation. It may be formal or informal. The SENCO receives regular INSET information, any other relevant knowledge or expertise gained is disseminated to staff to promote good teaching and effective learning. Training may also be provided for non-teaching staff and ITT students as appropriate.
12. External support services:
- The academy has access to a range of external support services provided by the LA. These include educational psychologists, physiotherapists, occupational therapists and speech therapists, IPASS and Northcott Outreach. Named individuals are allocated to the academy and expertise is sought as appropriate.
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13. Partnership with parents:
- The academy seeks to ensure close working partnerships with parents of students with special educational needs.
 - . The Code of Practice defines parental responsibility as the following:

<http://www.legislation.gov.uk/ukpga/1989/41/contents>

The Children Act 1989 introduced the concept of parental responsibility. The Act uses the phrase "parental responsibility" to sum up the collection of duties, rights and authority that a parent has in respect of a child. In the event of family breakdown (i.e. separation or divorce) both married parents will normally retain parental responsibility for the child and the duty on both parents to continue to play a full part in the child's upbringing will not diminish. This means that parental responsibility will be shared, often with the parents

living in different households. In relation to unmarried parents, only the mother will have parental responsibility unless the father has been granted parental responsibility by the Court or has made a parental responsibility agreement with the mother. Where a Residence Order is in place in respect of a non-parent (i.e. grandparent), that person will have parental responsibility for the duration of the Order.

If a child is 'looked after' by a local authority, they may either be on a care order or be voluntarily accommodated. A Care Order places a child in the care of a local authority and gives the local authority parental responsibility for the child. The local authority will have the power to determine the extent to which this responsibility will continue to be shared with the parents. A child may also be accommodated by the local authority under voluntary arrangements with the child's parents. In these circumstances the parents will retain parental responsibility acting so far as possible as partners of the local authority. Where a child is looked after by a local authority day-to-day responsibility may be with foster parents, residential care workers or guardians.

In working with parents the academy will endeavour to:

- Tell parents when academy first identifies that a child has special educational needs
- Fully involve parents in the academy-based response to their child via copies and reviews of individual education plans
- Support parents in understanding the purpose of any intervention or programme of action
- Inform parents about the parent partnership service when special educational needs are identified
- Welcome and encourage parents to participate from the outset and throughout their child's educational career at academy
- Regularly review academy policy to encourage active partnership with parents and avoid presenting barriers to participation

14. Links with other schools, including special schools, and arrangements for transition between academy's and beyond academy:

- The academy has links with local primary, secondary and special academies through our Multi Academy Trust. Arrangements for transition between academy and beyond academy are as follows:
- The SENCO may attend Year 6 review meetings and may meet with parents to discuss concerns regarding transition from primary academy to secondary academy.
- All records relating to students with special educational needs transferring from primary academy to secondary academy will be securely kept and made available as required.
- Our in-house careers team provides support for all young people aged 13-19. The service provides us with information to help students with special educational needs make successful transitions to post-academy education, training or work, including details of local and national voluntary organisations.
- The Careers Team should seek the agreement of students and parents for the transfer of information (including statements) from the most recent education establishment to the continuing education sector or other provision and explain the importance of such information and the desirability of the transfer.

15. Links with the health services and any voluntary organisations.

- The academy has access to, and works in partnership with, the health service, the social services department, the education welfare service and a range of local and/or national voluntary organisations which it makes full use of as and when the need arises.

16. How we review the progress of students with AEN and the success of our cohort & interventions.

KS4

Year 11 AEN students were successful as a cohort achieving an overall Attainment 8 Score of 3.43 and a positive Progress 8 Score +0.04.

95% students achieved 5 A*-G within English and Math compared to the national average of 86%.

Year 10 AEN students' data continues to show an upward trend with Attainment 8 which based on data 6 is 2.83. However, further interventions are planned to achieve a positive Progress 8 Score which based on Data 6 is -0.86.

94.5% of students identified are set to achieve 5A*-G including English and Maths.

Due to the new government guidelines, Year 9 did a mixture of KS3 and KS4 courses; therefore the GCSE data is not complete for all subjects. From the GCSE data we have, we can see that our SEN cohorts currently are achieving an Attainment 8 score of 2.41 and a progress 8 score -1.39. However, this will be reviewed at Data collection 1 2016. 88% are predicted to achieve 5 A*-G (including English and Math).

Year 9 Literacy Intervention % Progress Made RS	
All	70.59%
Boys	57.14%
Girls	80.00%
AEN K	71.43%
AEN S	66.67%
Student Premium	83.33%

KS3

This year we introduced additional provision to support Literacy and Numeracy in the academy. This was to have a clear focus intervention for students who are significantly below average e.g. having a standardised score of below 85 and a reading age of lower than 9 years 6 months. This was in conjunction with the short withdrawn interventions e.g. 1:1 literacy TA support and Success Maker.

Year 7

Year 7 Subject Mastery P12			
	Year 7		Gap
All	-0.12	88%	
PP	-0.14	86%	-0.07
Non PP	-0.07%	93%	
AEN	-0.26	74%	-0.18
Non AEN	-0.08	92%	
Male	-0.22	78%	-0.22
Female	0	100%	

Year 7 Literacy 1:1% Progressed SS	Literacy Year 7 % Progress	PC
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		SS	
All/ AEN	83.33%	All/ AEN	91.30%
Boys	75.00%	Girls	75.00%
Girls	100.00%	Boys	100.00%
Student Premium	80.00%	Student Premium	90.00%
Year 7 Success Maker Math % Made Progress		Numeracy % Progress SS	
All/ AEN	73.91%	All/ AEN	68.00%
Boys	78.57%	Girls	75.00%
Girls	66.67%	Boys	73.33%
Student Premium	71.43%	Student Premium	75.005
% Making AP	71.50%		

Year 8

Year 8 All Subjects P12		
	Dc6- Y8	Gap
Overall	-0.51	
Female	-0.45	0.12
Male	-0.57	
AEN	-0.54	0.06000000000000001
Non AEN	-0.48	
PP	-0.53	-0.07
Non PP	-0.46	

Year 8 Literacy Progressed Made SS	SS	Year 8 Success Maker Math % Made Progress	PC
All/ AEN	83.33%	All/ AEN	69.23%
Boys	100.00%	Girls	42.86%
Girls	75.00%	Boys	100.00%
Student Premium	80.00%	Student Premium	57.14%
		% Making AP	69.00%
Literacy Year 8 % Progress SS	PC	Numeracy % Progress SS	PC
All/ AEN	83.3%	All/ AEN	41.67%
Boys	90.91%	Girls	27.27%
Girls	76.92%	Boys	53.85%
Student Premium	80.00%	Student Premium	40.91%

Contact details of SEN staff in academy:

Assistant Vice Principal (SENCO) - Miss C Bowes
AEN Support - Mrs W Kirby
EAL Co-coordinator - Ms M Verity
Transition Co-coordinator - Miss A. Moorhouse

Hull's Local Offer can be found at:

<http://www.connecttosupport.org/s4s/WhereILive/Council?pageId=781>