

AEN Information Report
2015/ 2016



ARCHBISHOP
SENTAMU
ACADEMY

Church of England

Preface

The AEN Department prides itself on making a difference for children with Additional Educational Needs and 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:

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils 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 is a report on the outcomes of the AEN department based on the progress and performance of the pupils on the AEN register **September 2015 to July 2016**. Fundamental to improving outcomes for children and young people is good information and analysis.

*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 Policy, Admissions policy and our Parental S/AEN Q&A report.

- The school's objectives in making provision for pupils with special educational needs:**
 - The school is comprehensive and aims to provide a full education for all pupils with or without statements and regardless of ability or special educational needs. Please see AEN Policy for further details.
- The person responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs:**
 - The person responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs is the AVP SENCo - Miss Charlotte Bowes.
- Arrangements for co-ordinating provision for pupils with special educational needs:**

The SENCo is responsible for:

- The day-to-day operation of the school's Additional Educational Needs Policy
- Liaising with and advising fellow teachers
- Co-ordinating provision for pupils with special educational needs
- Maintaining the school's special educational needs register and overseeing the records of all pupils with special educational needs
- Liaising with parents of children with special educational needs

- Liaising with external agencies including the educational psychology service and other support agencies, the health and social services and voluntary bodies
4. **Admission arrangements for pupils with special educational needs both with or without a statement:**
- The school is comprehensive and aims to provide a full education for all pupils regardless of ability or special educational needs. The admissions policy can be found on our web site. Priority is given to pupils in care and those with statements/EHCP's . However, the governors will also consider applications on behalf of children who have social; medical or pastoral needs.
 - The school is accessible to pupils with physical disabilities but does not give priority admission to children who might make use of those facilities.
5. **Facilities for pupils with special educational needs:**
- Facilities for pupils with special educational needs includes two lifts in the four-floor block, external ramps, toilets with facilities for the disabled 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 has its own budget. The school'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 pupils 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 pupils with special educational needs are usually identified before transfer to secondary school. However, some pupils' 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, pupils and/or other professionals.
 - Assessment will depend on the nature of the pupil'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 pupil being placed on the special educational needs register. At SEN Support 1 pupils 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 pupils 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 pupils have access to a broad, balanced and modified or differentiated curriculum unless a pupil'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 special equipment, group or individual support, extra adult time to devise and monitor planned intervention for staff development and training.
 - Pupils may receive in-class support from a teaching assistant and/or withdrawal by TA's/ external agencies working in partnership to alleviate any difficulties pupils may experience and with the aim of achieving educational objectives.
9. **Integration arrangements:**
- The academy ensures that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs insofar as it is reasonably practical, compatible with the pupils receiving the necessary special educational provision, the efficient education of other pupils in the school and the efficient use of resources.
 - Pupils with special educational needs are encouraged to integrate socially at all times. Special arrangements may be made for pupils who may need to remain in the school building at break and lunch times.
 - Pupils with special educational needs are fully integrated in all areas of their work, in all areas of the curriculum and on school visits and other social activities. The building and all rooms are fully accessible so as to avoid physically segregating pupils 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 of the SENCO and the school and is often in line with current legislation. It may be formal or informal. The SENCO receives regular INSET and any 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 school 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 school and expertise is sought as appropriate.
13. **Partnership with parents:**
- The school seeks to ensure close working partnerships with parents of pupils with special educational needs.
 - . The Code of Practice defines parental responsibility as the following:

The Children Act 1989 introduced the concept of parental responsi-

bility. 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 school will endeavour to:
 - Tell parents when school first identifies that a child has special educational needs
 - Fully involve parents in the school-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 school
 - Regularly review school 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 schools and beyond school:**
 - The school has links with local primary, secondary and special schools through our Multi Academy Trust. Arrangements for transition between school and beyond school are as follows:
 - The SENCo may attend Y6 review meetings and may meet with parents to discuss concerns regarding transition from primary school to secondary school.
 - All records relating to pupils with special educational needs transferring from primary school to secondary school will be properly 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 pupils with special

educational needs make successful transitions to post-school education, training or work, including details of local and national voluntary organisations.

- The Careers Team, should seek the agreement of students and parents to the transfer of information (including statements) from school 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 school 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

The Attainment 8 Score of our year 11 AEN support (K) cohort was 34.54, our statements/ECHP pupils achieved 26.5 compared the national figure 49.5. The Progress 8 Score of our AEN support (K) cohort -0.32 and our statements/EHCP -0.2. 95% pupils achieved 5 A*-G within English and Math compared to the national average of 86% (2015).

Year 10 AEN pupils' data currently shows our Attainment 8 which based on data 6 at 28.29 overall. However, further interventions are planned to achieve a positive Progress 8 Score which based on Data 6 is -0.73. 100% of pupils identified are set to achieve 5A*-G.

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 23.32 and a progress 8 score -1.38. However, this will be reviewed at Data collection 1 October 2016. 93% of the AEN cohort are forecast to achieve 5 A*-G.

Yr 9 Lit intervention % Progress Made 2015-2016 SS	
All (70)	65.27%
Boys (34)	57.50%
Girls (36)	74.36%
AEN K (64)	69.30%
AEN EHCP (6)	50.00%
SS: Standardised Score	

KS3

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

What are Mastery Bands?

Rather than set pupils a target to reach by the end of year 7, such as 4B or 5B for example, we focus on what we want them to achieve at the end of year 11 and use this information to calculate what Band they need to be working at in each year from year 7 onwards.

Yr 7 All Subjects Mastery P12			
	Y7		Gap
All pupils	-0.12	88%	
AEN	-0.26	74%	-0.18
Non AEN	-0.08	92%	
Male	-0.22	78%	-0.22
Female	0	100%	

Yr 7 Literacy Progressed SS 2015-2016	
All (55)	84.14%
Boys (28)	80.38%
Girls (27)	87.78%
AEN K (51)	88.59%

Yr 7 Success Maker Math % Made Progress 2015-2016	
All/AEN K (24)	73.91%
Boys (14)	78.57%
Girls (9)	66.67%
% Making Acceptable progress	71.50%

Literacy Yr 7 % Progressed SS 2015 - 2016	Progress Centre
All/AEN K (74)	50.42%
Girls (28)	49.26%
Boys (46)	51.32%

Yr 7 % Progressed SS 2015-2016	Progress Centre
All/AEN K (51)	70.11%
Girls (19)	68.35%
Boys (32)	69.65%

Yr 7 Numeracy Progressed SS 2015-2016	
All/AEN K (25)	78.68%
Boys (16)	90.91%
Girls (9)	58.33%

Yr 8 All Subjects P12		
	DC6 - Y8	Gap
Overall	-0.51	
Female	-0.45	-0.12
Male	-0.57	
AEN	-0.54	0.06
Non AEN	-0.48	

Yr8 Literacy % Progress Made SS 2015-2016	
AEN K/All (42)	59.12%
Boys (18)	75.56%
Girls (24)	53.75%

Yr 8 Success Maker Math% Made Progress	
All/AEN K (13)	69.23%
Boys (7)	42.86%
Girls (6)	100.00%
% Making Acceptable Progress	69.00%

Literacy Yr8 % Progress SS 2015-2016	Progress Centre
All (54)	57.02%
AEN K (53)	56.32%
Boys (26)	45.96%
Girls (28)	59.37%
EHCP (1)	100%

Numeracy Yr8 % Progress SS	Progress Centre
All/AEN (23)	56.52%
Girls (14)	50.00%
Boys (9)	66.67%

Yr8 Numeracy % Progress Made SS 2015-2016	
All (25)	97.06%
Boys (14)	100%
Girls (11)	94.44%

Contact details of SEN staff in school:

SENCO - Miss C Bowes
 Assistant SENCO - Mrs R Norton
 AEN Support - Mrs W Kirby
 LAC Co-ordinator - Mrs J Allinson
 EAL Co-ordinator - Ms M Verity
 Transition Co-ordinator - Miss A Moorhouse

Hull's Local Offer can be found at: <http://hull.mylocaloffer.org/s4s/WhereILive/Council?pagelD=3018&lockLA=True>

The local offer provides information on what services children, young people and their families can expect from a range of local agencies within Hull. This includes education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

The local offer provides information on a number of things, including:

- special educational provision;
- health provision;
- social care provision;
- other educational provision;
- training provision;
- travel arrangements for children and young people to schools, colleges and early years education; and
- preparing for adulthood, including housing, employment and leisure opportunities.