



Special Educational Needs
and Disability (SEND)
Governor's Report 2015

*Wellbeing
Committee*



Special Educational Needs and Disability (SEND)
Governor's Report 2015

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Special Educational Needs and Disability (SEND)
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Contents

1. Summary.....	3
2. Analysis of numbers of students on the SEND register	4
3. Analysis of SEND GCSE Results	5
4. SEND Performance at Key Stage 3.....	9
5. SEND Performance at Key Stage 4.....	9
6. SEND Attendance 2015 - 2016	9
7. Analysis of Quality of Student Profiles	9
8. Interventions	10
External Training.....	11
In house training	11
Links with Home	11
11. Additional SEND Information	12



Special Educational Needs and Disability (SEND) Governor's Report 2015

1. Evaluation of SEND Provision and Student Progress Summary

- This is the first Governor Report following the implementation of the new SEND Policy for the school which is available on the school website;
- The school continues to provide an inclusive education for students with Special Educational Needs and Disability enabling equality of opportunity and high achievement for all students, regardless of specific need or disability;
- The school has seen a significant increase in the number of students on the SEND register from 66 in 2014 to 94 in 2015, although the number with Statements or Education, Health and Care Plans (EHCP) has only slightly increased to 14. The increase in numbers is due to a particularly large group of new SEND classified students joining Year 7;
- English and Maths GCSE results have consolidated after the significant increase made between 2013 and 2014;
 - Results in Maths GCSE are in line with national average for Value Added (VA) but at 27% lower on making Expected Levels of Progress (ELP)
 - For English GCSE the Value Added score is slightly below the national average but a higher number (55%) are making the Expected Levels of Progress
- The school aims to be above the National Average for both Value Added and Expected Levels of Progress for its SEND students and to close the gap for our SEND students to all students nationally;
 - Action plans have been agreed and are being implemented to improve results in both English and Maths in 2016
 - The robust programme of intervention for English and Maths at Key Stage 3 (Years 7, 8 and 9) appears to be making a real difference with 69% of students in English and 75% in Maths making at least the expected 3 Levels of Progress
 - In Key Stage 4 (current year 10) students will be measured through the new Progress 8 (details below). Currently these SEND students are scoring one fifth of a grade above the National Average for all students
- Investments continue to be made in a range of interventions to support specific students and are continually evaluated to ensure they deliver positive outcomes;
- The Special Educational Needs Co-ordinator (SENCO) has continued to successfully develop the community around SEND within the school and with parents. The work with feeder primary schools and the Parents Forum have been particularly successful in ensuring a smooth transition for students coming to Wallingford School.



Special Educational Needs and Disability (SEND) Governor's Report 2015

1. Analysis of numbers of students on the SEND register

At present there are 94 students on the register at Wallingford School. 14 of these students have Statements or EHCPs, the other 80 are in the SEND group. This compares with 2014 when there were 66 students on the register, 13 with statements and 53 in the SEND group.

- 47 of the 94 are on the register with Cognition and Learning as their primary need (including dyslexia). In 2014 the number was 26 of the 66;
- 22 are on the register for Communication and Interaction Needs as their primary need (including those on the Autistic Spectrum). In 2014 there were 17;
- 17 are on the register with Social, Emotional and Mental Health Needs (including those with ADHD). In 2014 there were 19;
- 8 are on the register with Sensory & Physical Needs, 6 have hearing Impairments and 2 have a physical disability. In 2014 there were 5, 4 with hearing impairments and 1 with a physical disability.

Please note that students may appear on the register for more than one reason.



Special Educational Needs and Disability (SEND) Governor's Report 2015

2. Analysis of SEND GCSE Results

For the purpose of analysing results, it is important to understand our identification of SEND students. For SEND, we nominate students in this category according to the Oxfordshire SEND Guidance Criteria. However, the school often removes students from this list once they start to make good progress and therefore, the number of SEND students on the register in Year 11 is typically small. For the last 3 years it has ranged from 10 to 12 students.

Below are presented two sets of data relating to English and Maths GCSE results:

- The Year 11 SEND Group at the time of taking GCSE exams
- The Historic SEND Group which relates to students who were at School Action Plus lower down the school but then removed due to their good progress

We assess the progress of this group using two key measures:

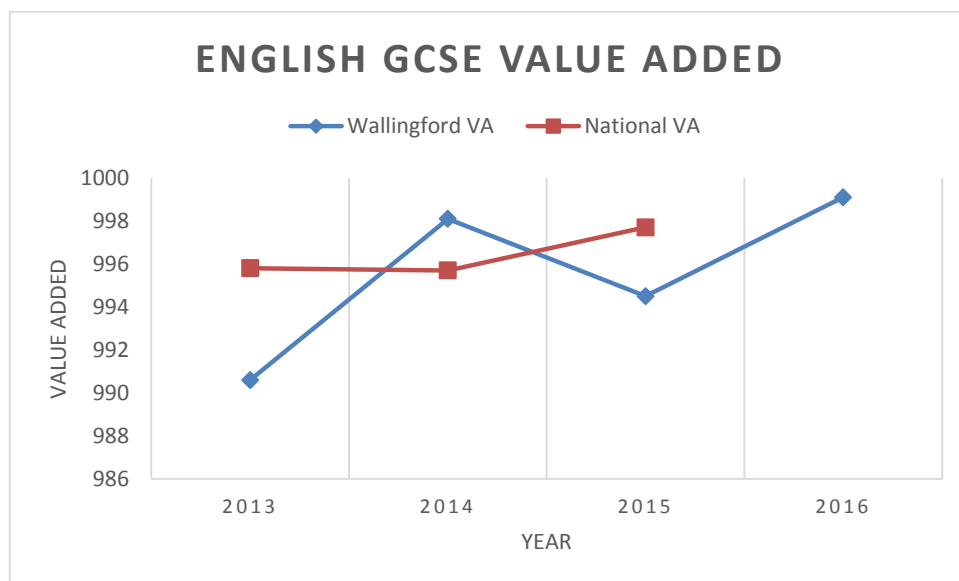
- Expected Levels of Progress (ELP). Students are expected to three Levels of Progress between KS2 (leaving primary school in Year 6) and Key Stage (KS) 4
- Value Added (VA). An interpretation of progress made from the end of Primary School (Year 6). The national average VA score for ALL pupils is set at 1000, although the SEND cohort will generally have a lower National Average.

Below the information has been displayed in both table and graph form. In the table the results have been colour coded to show how the school compares to the National Average and the graphs show the last three years' data as well as an expected score for 2016 based on internal assessments to show recent trends.

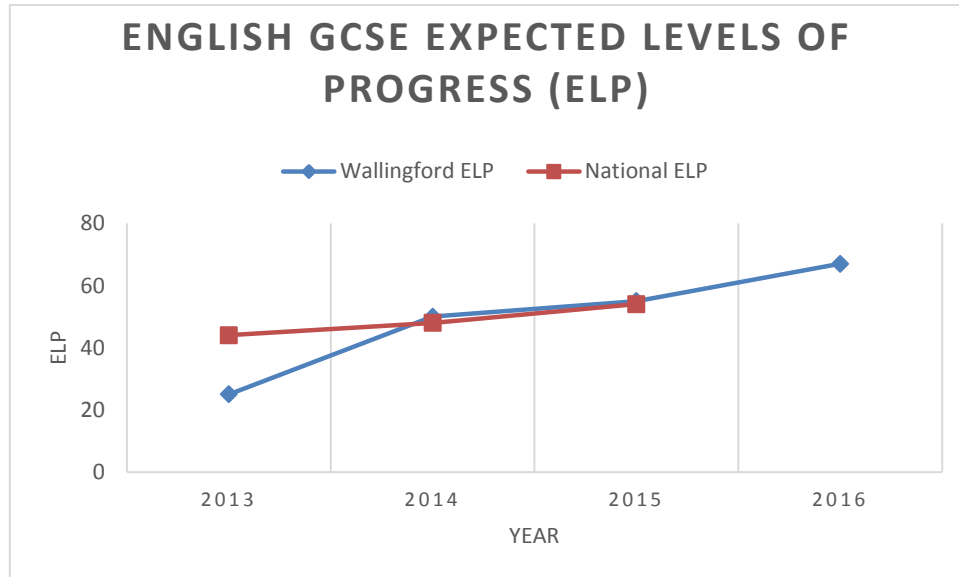
Special Educational Needs and Disability (SEND) Governor's Report 2015

English GCSE

Group	Number Students	Wallingford ELP	National ELP	Wallingford VA	National VA
SEND Group (K Group)	11	55%	54%	994.6	997.7
SEND Group (Historic)	10	90% more than 3 levels	54%	1003.9	997.7
Combined (K & Historic)	21		54%	999.0	997.7
EHCp Group (E Group)	2			995.5	997.5



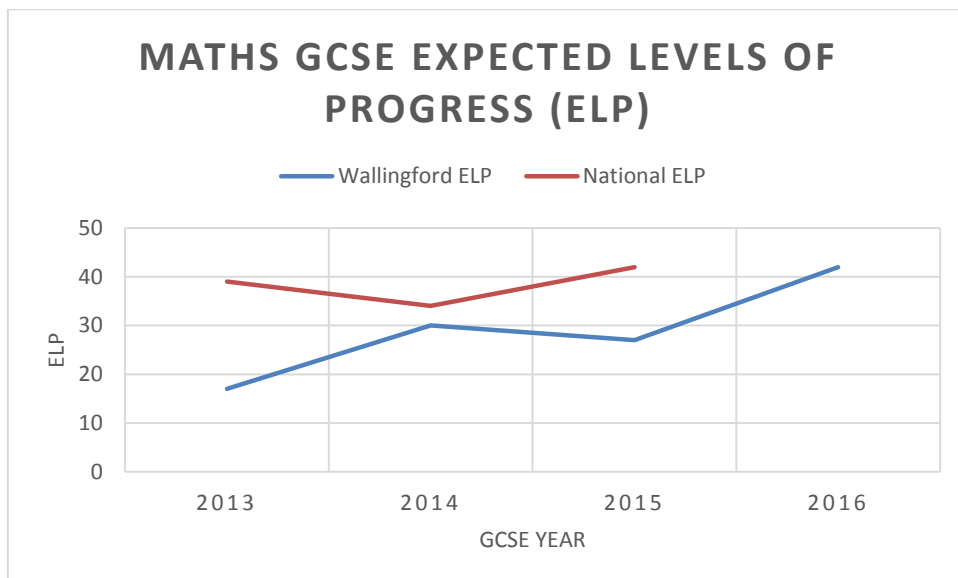
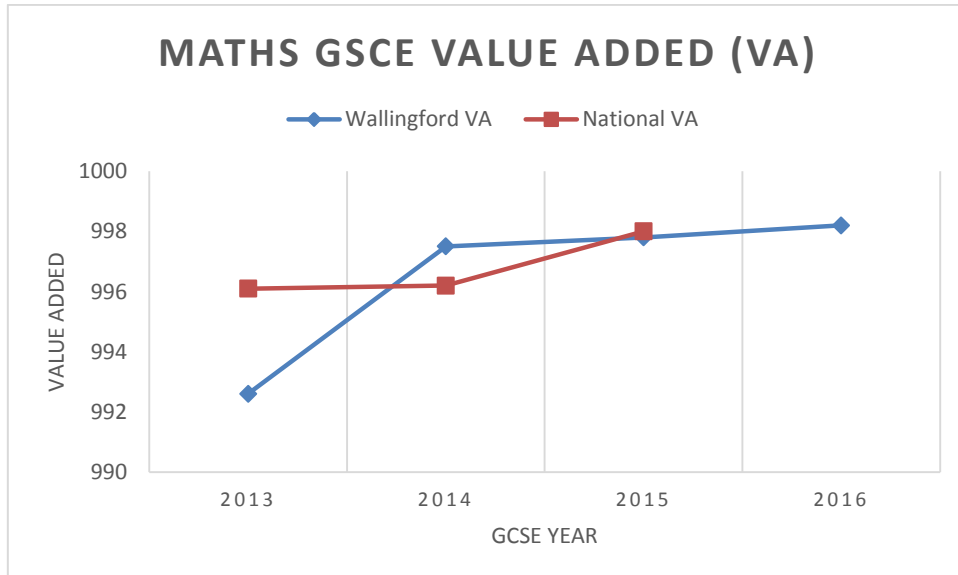
Special Educational Needs and Disability (SEND) Governor's Report 2015



Maths GCSE

Group	Number Students	Wallingford ELP	National ELP	Wallingford VA	National VA
SEND Group (K Group)	11	27%	42%	997.8	998.0
SEND Group (Historic)	10	70%	42%	1004.4	998.0
Combined (K & Historic)	21		42%	1000.7	998.0
EHCp Group (E Group)	2			1000.2	998.9

Special Educational Needs and Disability (SEND) Governor's Report 2015





Special Educational Needs and Disability (SEND) Governor's Report 2015

3. SEND Performance at Key Stage 3

Following the introduction of a robust programme of intervention for English and Maths in Key Stage 3 (years 7, 8 and 9) the school is seeing a significant increase on current and previous GCSE results with at least 69% of student making the 3 Expected Levels of Progress in English and at least 75% Maths. The school is confident with the new programme that these results will continue into Key Stage 4.

4. SEND Performance at Key Stage 4

The current Year 10 students will be measured through the new Progress 8 approach. Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment. It considers 8 subjects that include English, Maths, EBacc subjects and other high value qualifications.

Currently these Year 10 SEND students are scoring at +0.2 or one fifth of a grade above the National Average for all students. A score of +0.5 on this measure would show that students, on average, achieve 0.5 (or half) a grade higher in each of their subjects compared the progress made by other students nationally.

5. SEND Attendance 2015 - 2016

Whole school attendance for all students is currently 96%. For the period September 2015 to 15 January 2016:

- Statemented students average attendance was 94.62%
- SEND Group students' average attendance 92.9%
- Combined Statemented, EHCP & SEND Support Group average attendance 93.16%

In addition to the overall school plan to raise whole school attendance, there is a plan of action for any SEND student where their attendance causes cause for concern and this has helped to increase attendance levels for this group.

6. Analysis of Quality of Student Profiles

A profile is written for every student on the SEND Register. Profiles outline their strengths and needs, are outcomes based and provide strategies for teachers and teaching assistants to support these outcomes. Each profiled is reviewed with parents and students three times each year on average.



Special Educational Needs and Disability (SEND) Governor's Report 2015

7. Interventions

The school invests in a range of interventions to address needs identified in student profiles for individual or groups of SEND students, this includes:

- Raising Achievement and Progress (RAP) Interventions. English & Maths set up collaboratively with English, Maths and SEND Departments;
- English and Maths Nurture Interventions;
- 'LEXIA' computer based programme for reading, spelling and comprehension;
- 'Read, Write Inc. Fresh Start' for reading, spelling and comprehension;
- 'Talkabout' for social & communication skills;
- 'Reading Fantastic' to improve reading;
- Learning Mentors from the Communication and Interaction Service working specifically with students on the Autistic Spectrum;
- 'English Type' for typing speed and accuracy;
- The provision of laptop computers to support students who struggle with writing.

8. Support from External Agencies

- Educational Psychologist – 5 days' support per year. The educational psychologist's time is used for students with significant learning or emotional, behavioural or mental health problems, training for staff and support for parents through the Parents' Forum;
- Communication and Interaction Service – supporting students with Asperger's Syndrome and Language & Communication difficulties;
- NHS Speech & Language Therapy – support students with minor or significant difficulties with speech;
- Teacher of the Deaf – supports students with profound or partial hearing impairments;
- NHS Children's Therapy Team (Occupational Therapy & Physiotherapy) – support for students requiring occupational therapy and physiotherapy;
- Early Intervention HUB - a team of professionals supporting students who are experiencing difficulties in school, and often outside of school and their families;
- Children's Social Care Team – supporting students with family difficulties;
- Child and Adolescent Mental Health Service (CAMHS) – for students with mental health difficulties;
- YOT and YOT Health Nurse – Youth Offending Team and Nurse supporting students who have broken the law or are at risk of breaking the law;
- Meadowbrook College - a referral unit for students with social, emotional and mental health problems;
- Visual Impairment Service – supporting students who have partial or no vision;



Special Educational Needs and Disability (SEND) Governor's Report 2015

- Physical Disability Support Service – for students who have some degree of physical disability.

9. 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

- SENCo attended Local Authority and Regional Training Agency sessions for implementation of the new Code of Practice. SENCo continues to attend Local Authority and Regional Training Agency sessions to keep up to date with Code of Practice;
- 3 Teaching Assistants have attended LEXIA training;
- All Teaching Assistants attended two training sessions delivered by the Educational Psychologist on 'Understanding Behaviour';
- Whole staff INSET delivered by Teacher of the Deaf.

In house training

- Weekly SEND department meetings to share effective practice;
- Teaching Assistant training for delivery of English and Maths RAP interventions;
- Whole staff INSET delivered by SENCo on 'Closing the Gap/ Use of Task Management Boards', 'Deployment of Teaching Assistants in lessons', 'SEND Learning Walks' 'SEND – New Code of Practice';
- Teaching Assistants attended school 2 day 'Teaching & Learning' Conference.

Links with Home

The SENCo, Heads of Year, ReFLEX Team and Deputy Head Teacher meet with parents regularly in response to any concerns or difficulties. There are currently 17 TAC/TAFs (Team Around the Child/Team Around the Family meetings) running in addition to several pieces of family work not included in a TAC. We have two voluntary Youth Workers who also support students and families.

The school has close links with the Early Intervention (EI) HUB in Didcot. The HUB offers support to students and families with additional and complex needs.

The SENCo, Heads of Year, ReFlex Team and Deputy Head Teacher meet with parents regularly in response to any concerns. Additionally, Wallingford School has recently appointed a new Home School Link Worker to support students and families experiencing difficulties.



Special Educational Needs and Disability (SEND) Governor's Report 2015

There is a Parents' Forum for parents of students with SEND. This meets once or twice each term. It was set up by the SENCo three years ago to offer support and information to parents. Parents have reported that it is helpful to share similar concerns and successes with others, enabling the Forum Group to become mutually supportive. Meetings have included discussions on a variety of subjects including a talk from the Educational Psychologist on self-esteem, Option choices, SEND Code of Practice, supporting difficult behaviours at home, transition from primary school to secondary school.

10. Additional SEND Information

More detailed information included the school's SEND Policy, Information Report, SEND Prospectus and Disability and Access Plan can be found on the school website at http://wallingfordschool.com/index.php/special-education#other_documents

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