

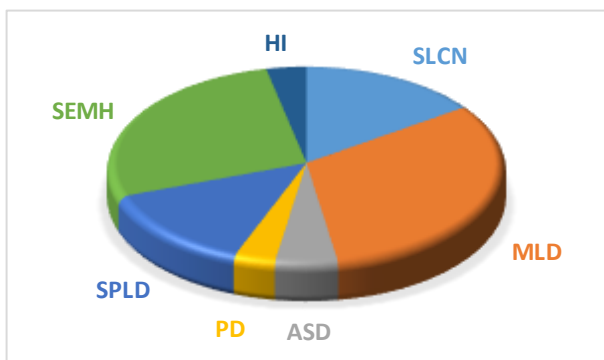
The logo for Academy Transformation Trust, featuring three overlapping, curved, light blue shapes that resemble a stylized 'A' or a series of arcs.

Academy
Transformation
Trust

Annual SEN Report
to Governors
2018-19 Secondary

Improving Education Together.

This report reflects year ending July 2018

Name of Academy		Hathaway					
SENCO		Martin Agyei					
Date of Report		16/07/19					
SEN Governor							
SEN profile 2018/19							
Total Number of pupils on SEN register							
SEN Support		Education, health and care plans		Statements		% of academy population SEN support EHC and ST	
129		16		0		15% NA: 14.9%	
						2% NA: 3.1%	
% boys and girls		SEN and Pupil Premium % of SEN cohort		SEN Category of Needs			
Boys 73% (106)	Girls 27% (39)	42% (60)					
SEN		Non SEN		SEN and PP		Non SEN PP	
29.55		40.12		27.55		37.31	
-0.257		-0.16		-0.36		-0.24	
-0.376		-0.09		-0.42		-0.10	
Progress 8 Maths		0.20	0.12	-0.29	0.12	0.15	
Basics Level 4		19%	53%	25%	20%	45%	
Basics level 5		29%	32%	10%	8%	27%	
Summary (how does the progress made compare with national figures)							
Summary:							
<ul style="list-style-type: none"> • With the exception of 1 student all SEND students obtained 5 + GCSE subjects. This is an improvement over the previous year. • 48% of the students obtained Progress 8 score of 0 or above. Significant improvement over previous years. • All SEND students pursued post 16 provision. 							

- This year SEND students were able to close the gap between them and the Middle Ability Pupils.
- B4+ prediction and actual have been very close.

Include a breakdown between boys and girls and those identified as HAPs

Gp	A8 Actual	A8 Predict	A8 Target	P8 Actual	P8 Predict	P8 Target	B4+ Actual	B4+ Predict	B4+ Target	B5+ Actual
All	39.39	39.11	45.02	-0.13	-0.20	+0.86	50%	52%	73%	30%
HAPS	58.53	58.03	68.33	-0.21	-0.35	+0.77	87%	87%	100%	80%
MAPS	38.74	38.75	48.81	-0.11	-0.15	+0.82	52%	57%	90%	19%
LAPS	22.58	23.67	33.05	-0.15	-0.08	+0.88	0%	2%	15%	0%
SEN	30.85	30.75	40.01	-0.12	-0.31	+0.71	25%	27%	60%	10%
Non SEN	40.47	40.54	46.49	-0.15	-0.18	+0.88	53%	54%	75%	31%

Other year groups- % SEN pupils who met end of year target

Yr.	Num	English		Maths		Science	
		SEN (No)	Non SEN	SEN (No)	Non SEN	SEN (No)	Non SEN
7	177	35%	50%	42%	35%	12%	36%
8	172	22%	38%	24%	24%	59%	41%
9	165	44%	52%	20%	20%	48%	50%
10	177	66%	66%	41%	50%	58%	59%

Attendance and exclusions

Overall %		Number of pupils PA		% and number of SEN pupils FTE or PEx		National Update
SEN	Non SEN	SEN	Non SEN	SEN	Non SEN	Students with EHCP excluded were around 15.93% Students with SEN support 3.06%
93.10	95.51	20.9	11.75	1 student	1 student	

SEN Staffing Resources (brief description of staffing arrangements for SEN provision. What has been the impact of staff on the achievement of SEN pupils)

- GCSE results were good compared to previous years due to consistency of approach and better understanding of students needs by teaching staff and SEND team.
- Currently SEND has only 3 full time and 3 Part time LSAs. This is woefully inadequate in relation to the needs of the SEND students who require various waves of support. We are struggling to meet the statutory provision recommended by the Council for individual students. It is anticipated that with the effort to recruit at least 2 additional staff we will be able to meet the needs of most of our students.

Ongoing training for staff in the last 12 months

- Whole Academy CPD on Challenging the Challenging led by SENCO
- Creating a whole Academy /SEND curriculum intent, implementation and proposed impact
- Differentiation CPD to new teachers
- Tuesday SEND team mini Training
- Supporting Students with Dyslexia (CPD for HLTAs & LSAs by a SENCO from local school)

Other initiatives in the last 12 months to improve the quality of SEN provision leading to improved outcomes

- Recruitment of 2 HLTAs for English and Maths
- Intensive intervention sessions by the HLTAs in English and Maths
- Introduction of Student Learning Passport
- Several intervention sessions run to help improve academic progress and to meet pastoral needs. Among them were:
 - i) **Literacy Intervention through Literacy Tool Box.** 40 SEND students in Key stage 3 benefitted from these sessions. Students were targeted for their low reading ages (2 or more years below their chronological age)
 - ii) **Small teaching groups for Maths and English.** These were targeted at students who were not making the expected progress and that due to their special education needs, a smaller setting would be more appropriate. These intervention sessions were run by our 2 HLTAs.
 - iii) **Handwriting sessions.** Two sessions were run each week. These sessions had about 14 students across year groups. The handwriting session was a bespoke session which provided specific skills to individuals to enable them to improve their handwriting and presentation skills in lessons. The impact of the session was clear as learners showed improved clarity and legibility of their handwriting.
 - iv) **Pastoral support and mentoring session.** All EHCP students and students with high level of needs have a mentor/key worker who meets with them periodically.

Outline of objectives for 2019- 20

- Rolling out Student Learning passport to cover all EHCP students and students with high level of needs
- Adaptation of SENCO's Time table to help support high level of needs students within the SEND base.
- Speech & Language intervention through Outreach Project from Castledon College.
- To recruit at least 2 more LSAs to support the needs of our students.
- Catch up sessions with Yr 11 EHCP students during Tutor and lunch times. This is to prepare them for College and other subjects that they need support in.

Attachments

1. Needs analysis
2. Action Plan (reviewed and actions for this year)
3. Academy Information Report
4. Attendance break down by year group