The Hathaway Academy
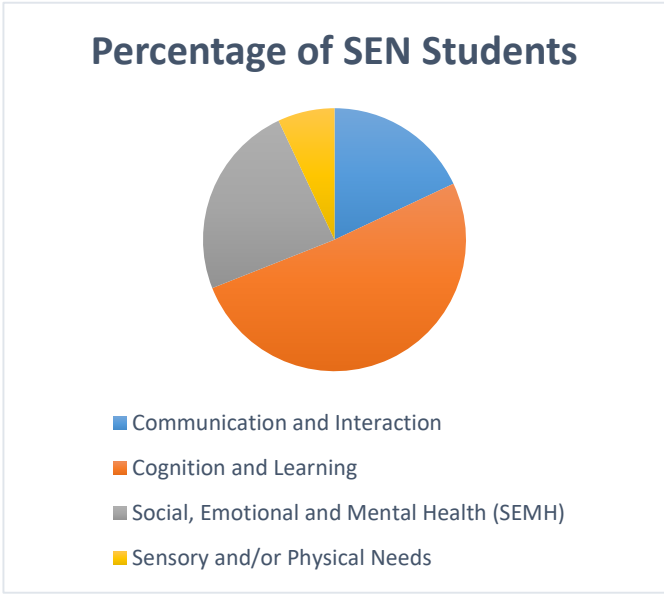
Annual SEND Report to Governors

2019/2020

This report reflects academic year ending July 2020			
Name of Academy	The Hathaway Academy		
SENCO	Felicity Lorraine		
Date of Report	3 September 2020		
SEND Governor	Stacey Armstrong		

SEND profile			
Total Number of students on SEND register			
SEND Support	**Education, Health and Care Plans**	**% of academy population**	
		SEND support	**EHCP**
134	18	15.5%	2.08%

% boys and girls		**SEND and Students Premium % of SEND cohort**	*SEND needs breakdown should be shared with Governors using needs analysis template* *(See Appendix A for break down)*
Boys 106 70%	Girls 46 30%	69 45%	 **Percentage of SEN Students** ■ Communication and Interaction ■ Cognition and Learning ■ Social, Emotional and Mental Health (SEMH) ■ Sensory and/or Physical Needs

Identifying students with SEND

- **Include how the school identifies students with SEND here and what happens once a student has been identified**

At The Hathaway Academy, we follow the Graduated Support Approach, which is '**Assess, Plan, Do and Review'.**

Several processes are used to identify students with SEND needs:
- Student progress records from their previous school.
- Parental information about their child.
- Teacher/ LSA observations and feedback on transition (this Year 7 transition process has been online only).

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- The subject teacher raises SEND concerns via a referral to the SENCO.
- Referral through the weekly Behaviour/Pastoral Intervention meetings.

Assess: All new students complete CAT and Reading age tests. These are done on entry in Year 7. This enables the SENCO to determine the needs of students. There are also other standardised screening tests such as spelling age and Lucid tests, that are used to help determine student needs.

Plan: The SENCO, in consultation with parents and key professionals, plans a suitable provision to meet the needs of the student.

Do: The provision plan is implemented, ensuring that staff are fully aware of the needs of the student, and of the support plan that is in place to facilitate progress.

Review: Progress of the student is monitored throughout the intervention, by the class teacher/LSA, and this information is shared with the SENCO.

Progress made by students with SEND

General overview and a breakdown of progress data as below and add a descriptive section describing the impact of specific interventions that have been successful in enabling students with SEND to progress and those that have not been successful and why.

Year Group	English		Mathematics		Science	
	Below	**On /Above**	**Below**	**On /Above**	**Below**	**On /Above**
7 (33)	29 (78%)	4 (12%)	21 (64%)	12 (36%)	27 (72%)	6 (18%)
8 (25)	20 (80%)	5 (20%)	17 (68%)	8 (32%)	18(72%)	7 (28%)
9 (38)	32 (84%)	6 (16%)	33 (87%)	5 (13%)	28 (74%)	10 (26%)

Key Stage 3 – Year 7 and 8 Maths show the most significant % of students working above their expected progress level compared to English and Science. With year 7 Maths there was an adapted curriculum to suit lower ability students and closing the gaps, of which has had a positive impact on progress. However, year 9 Maths shows the most significant % of students working below expected levels of progress.

Year 8 and 9 Science above expected levels of progress is consistent as a result of careful class setting and effective deployment of LSAs/HLTAs with students and by the class teacher.

ACTION:

- To delve into the transition between year 8 and 9 in Maths as they start to begin the GCSE curriculum at this point. Consider the effective deployment of LSAs in Maths and the students who most require the support compared to SEN students who are excelling in Maths.
- The additional training of LSAs on intervention programmes (such as LUCID tests/literacy toolbox) to allow greater flexibility in the delivery of intervention.
- A SEND Intervention information pack is being put together and will be shared with staff in September to emphasise the intervention and support for SEND students, and also correct methods of referral. This will raise awareness to teaching staff of how best to support students, and work effectively with LSAs.

- The SEND staff audit has highlighted key areas where support and personalised teacher CPD is needed to develop their expertise in SEND Teaching and Learning, inevitably improving progress. This will therefore filter into the whole Academy Teaching and L earning CPD next year.

Year 10 cohort	All SEND	Non SEND	SEND support	SEND EHCP
Cohort size	26	145	24	2
Progress 8	-0.05	0.03	-0.92	-1.01
Attainment 8	23.87	43.71	26.61	21.13
Progress 8 English element	-1.20	-0.08	-1.33	-1.08
Progress 8 Maths element	-1.15	-0.26	-1.06	-1.24
% Basics Level 4	8%	59%	8%	0%
% Basics Level 5	4%	36%	4%	0%

Year 10 progress is below expectations at this point although this was taken from February Data Drop before any mock assessments / exams. Low progress at start of Year 10 has been a consistent pattern over previous years as students adapt to new courses and increased content, however then progress accelerates. Progress in Maths amongst SEN K (support) students is stronger than English. This is due to Maths having a tiered entry and therefore can be personalised slightly more than English to students' needs. The gap between non-SEND and SEND students in Maths is also smaller than that within English. The Maths HLTA works specifically with a small group of students, often withdrawing these students, to hone in on key areas and close gaps.

Year 11 Cohort	All SEN	Non SEN	SEND support	SEND EHCP	SEND and PP	Non SEND and PP
Cohort size	26	156	21	5	16	35
Progress 8	-0.46	0.39	-0.22	-1.51	-0.65	-0.30
Attainment 8	24.43	48.18	33.27	15.60	20.13	39.12
Progress 8 English element	0.07	0.23	-0.54	-1.81	-0.21	0.01
Progress 8 Maths element	0.35	0.46	0.10	-1.08	-0.15	0.12
% Basics Level 4	51%	67%	24%	20%	12%	32%
% Basics level 5	30%	51%	10%	0%	0%	11%

The Year 11 data is data based on CAGs. Year 11 progress is in line with expectations for SEND. There is an increase compared to the last two academic years, in particular in Maths and Open Bucket Subjects with SEN K (support students).

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SEND EHCP has a negative P8 score, -1.51, however this has greatly improved from the previous year when it was -2.90. There is however improvement with the P8 score in Maths which is positive. Maths progress outweighs English.

EHCP students have shown a negative P8 score, however there were extreme concerns with three of these students, both from an attendance and behaviour perspective with the LA being aware of this and them being on a part time timetable. However, all three of these students have secured a place at college.

Effectiveness of targeted interventions (outline successes and interventions not so successful and why)

The SEND department facilitates a variety of intervention sessions to support students' needs. These sessions are reviewed by the SENCO and the LSA facilitating the session on a termly basis, or as and when required. Assessments take place for targeted students at the end of intervention sessions, and data is recorded and analysed via the SEND Impact report document.

Some of the targeted intervention sessions included: Literacy Tool Box, Handwriting, Social skills and Guided reading. Unfortunately, due to the COVID-19 pandemic, all intervention sessions were disrupted, and therefore solid and accurate impact cannot be determined. However, the process of interventions, the facilitation of programmes, the entry and exit to/from programmes, and the student plan for the next academic year has already been discussed and ready for September.

Year7 Reading ages

- There has been significant progress made by year 7 students in their reading ages. 87% are now at attained the appropriate reading age. With the 13% who have not made reached the appropriate reading ages, 50% have made significant progress compared to their baseline reading age.

Guided Reading

- Six students were targeted for the 'maiden' session and 86% made significant progress in their reading accuracy assessment.

Literacy tool Box

- 47% of students who received the intervention, made progress in their reading age assessment; while 49% of the students made progress in their spelling age test. The effectiveness of this session was affected by the absence of the LSA facilitating the programme who went on maternity leave. In order to ensure high quality delivery of the programme in the future, all HLTAs and two LSAs have now been trained to deliver the sessions. These which will run in the Autumn term.

Handwriting

- There were 10 students who received handwriting intervention and 75% improved in their writing legibility and general presentation skills.

Social skills session

- This session attracted over 30 students, split into three sessions. This session offers students the opportunity to develop emotional literacy skills, make new friends, develop self-confidence and enhance their social interaction in and around the Academy. Students were fully involved in the design of activities and games, which helped them to take ownership of the sessions. Most of the sessions were led by students themselves. The intervention was a success with positive feedback from students who attended the sessions. It should be noted that behaviour change is not a quick or turn around. However, about 10 students who attend the social skill sessions (33%) recorded low number of 'on calls' and 'IPU' detentions. This is seen as a singular achievement with the social skills session.

COVID Contingency - Key worker/mentoring sessions

- All EHCP students and students who have high levels of needs were allocated a key worker/mentor. Mentors and their students met periodically to discuss several issues including academic progress, attendance and any other concerns they may have in the Academy. This gave students the opportunity to have someone to talk to, at any given time. Feedback from the students was positive.

Wider Outcomes effectiveness for this cohort

Attendance and exclusions (Before lockdown- 20/03/20)

Overall attendance % 93.53		% of students PA 17.5		% and number of SEND students FTE or PEX 33.8 (20)	
SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
91.49%	94.36%	22.51%	77.48%	FTE: 32.2% (19) PEX: 100% (1)	FTE: 67.7% PEX: 0%

Ongoing professional development on SEND for staff in the last 12 months and any issues relating to time and resources to enable the SENCO to carry out their duties.

SEND staff follow the whole Academy teaching and Learning CPD. These have been valuable opportunities to upskill staff and also to be in tune with inclusive classroom practices.
In addition, SEND staff have facilitated and attended SEND specific CPDs relevant to their roles as HLTAs and LSAs. During the lockdown, SEND staff have taken advantage of ATT CPD sessions that were available online, and have completed several of these sessions. These will be a valuable

source of support in their roles. Below are some of the CPD activities undertaken by the SEND team to enhance their roles:

- Twilight sessions by Thurrock schools which covered a variety of themes
- Understanding Tourette syndrome and practical strategies to support our students
- Challenging the challenging students
- Understanding Specific Learning Disability
- Working and supporting dyslexic students
- Trauma and attachment (for SEMH students)

Other initiatives in the last 12 months to improve the quality of SEND provision leading to improved outcomes including any external specialist support services that work with the school and the impact they have.

In the last 12 months some of the initiatives to strengthen SEND provision include:

- Three LSAs were recruited to support SEND provision.
- One HLTA was also recruited for Maths but later moved to help in English.
- Key worker and mentoring session monitoring forms are now digital. This has helped to access information quickly for annual reviews.
- All EHCP students have been contacted weekly during the lockdown which has supported students in their well-being and completion of work.
- During the lockdown, EHCP students struggling to access online work were provided with highly differentiated hard copies of work.
- Through SEND audit and recommendation, EHCP documentation and filing have been improved for ease of access and monitoring.
- Introduction and use of personalised Learning Passports for all EHCP students.
- Guided reading intervention was introduced in January, this proved to be an effective way to encourage mechanical reading and to develop the culture of reading among targeted SEND students.
- GCSE access arrangement for Year 10 students were completed earlier to enable subject teachers to plan and implement the recommended support.
- Year 10 students who have access to GCSE special arrangements were invited in to the Academy to complete their year 10 mocks. A number of students took advantage of this to ensure they are fully supported within their education during these difficult times.
- HLTAs supported Year 11 revision classes in Maths, Food Tech, English and History)
- SEND facilitated home work sessions after school for targeted students.

Outline how the specific targets, objectives and learning needs of SEND students will be addressed through quality first teaching and how this will be reflected in your curriculum intent.

At The Hathaway Academy, quality first teaching emphasises high quality inclusive teaching for all students including SEND. This comprises highly differentiated learning, specific teaching and

learning strategies for individual SEND students, and SEND specific CPDs to upskill all teachers. This is the first step in responding to SEND students' needs.

The following strategies and culture have been built and continue to be reinforced in all our lessons and CPDs to ensure that our SEND students' needs are met:

- 'Knowing Your students' and planning for them. This is through our comprehensive SEND provision map, which is shared with all staff at the beginning of the year. This is updated constantly to reflect changes to needs.
- SENCO sets personalised targets with appropriate teaching and learning strategies to support students. These are updated regularly.
- In class LSA support for EHCP students as per their provision in some targeted lessons. The LSA work take takes place in the classroom and is monitored and supported by three HLTAs.
- The SENCO has completed a SEND staff audit and has identified CPD needs. These will be embedded in the whole Academy CPD cycle.
- Building consistency of approach to teaching and Learning through professional Teaching and Learning strategy meetings. Subject teachers will be required to attend such meetings.
- SEND specific CPD for all beginning teachers and new teachers to upskill them to be able to provide quality first teaching.
- HLTAs/LSAs attended subject department meetings. They are able to contribute to discussion, offering advice, information and also plan with subject teachers.
- Principal Walks and lesson observations encompasses SEND provision and support in lessons.

Outline of objectives for 2020-21

- A new learning passport format to be introduced, which is more consistent with EHCP targets.
- All EHCP students to have a personalised learning passport created with the young person and shared with all staff. The learning passport will be rolled out to cover all other SEND students who have a higher level of need.
- There will be at least one allocated review for each student who holds a learning passport throughout the academic year.
- To create Year 7 SEND students' profile within the first two weeks of Autumn term to enable subject teachers to understand (know their students) better and plan to support them. LSAs will be deployed to shadow Year7 lessons for five days to complete the profiling.
- To implement Thurrock local EHCP and annual review new documentation formats in line with national legislation.
- Intensive intervention session on closing the gap to help SEND students disadvantaged by the lockdown.
- HLTAs & LSAs to share three teaching and learning strategies they have planned to implement in the academic year (research task for SEND team during lockdown).

Appendix A

Hathaway Academy Needs Analysis				
Type of Need		**No. of Students**	**% of SEND students**	**% of all students**
Communication and Interaction	Speech, Language and Communication Needs (SLCN)	20	13%	2%
	Autistic Spectrum Disorders (ASD)	8	5%	1%
Cognition and Learning	Moderate Learning Difficulty (MLD)	53	35%	6%
	Severe Learning Difficulty (SLD)	0	0	0
	Profound and Multiple Learning Difficulty (PMLD)	0	0	0
	Specific Learning Difficulty (SpLD)	25	16%	3%
Social, Emotional and Mental Health (SEMH) 24		36	24 %	4%
Sensory and/or Physical Needs (7)	Visual Impairment (VI)	0	0	
	Hearing Impairment (HI)	5	3%	1%
	Multi-Sensory Impairments (MSI)	1	1%	0.1%
	Physical Disability (PD)	4	3 %	0.4%

- To complete examination access arrangements for Year 10 in the Autumn term.
- Individual student monitoring sheets to be digitised for record keeping and easy access.
- An audit of the use of LSAs in the classroom, to be completed along with a questionnaire to all staff; this will help inform SEND of specific CPD needs for the whole Academy, department and individual subject teachers.
- Raise awareness of SEND across the Academy and amongst teaching staff, so that the standards of teaching for SEND students are consistently discussed, reviewed and monitored. To begin with this will occur through the creation and launch of a Staff SEND Information Pack.
- Improving reading and literacy interventions to help close the gap for all year groups.
- Reading age tests implemented across all year groups to improve accuracy of reading data across the Academy.
- Improved communication with class teachers to share teaching and learning strategies for specific SEND students to facilitate progress.

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Appendix B

Linked documents	Link on website
Local Offer (Local Authority)	http://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page
Academy Information Report/Academy's Offer	http://hathawayacademy.attrust.org.uk/wp-content/uploads/2017/10/SEN-Policy-2017-18-final.pdf
Accessibility Plan	https://hathawayacademy.attrust.org.uk/wp-content/uploads/2017/10/Accessibility-Policy-review-August-2018.pdf
Needs Analysis	Appendix A to this report

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