



Annual SEND Report to
Governors
2020/2021 Secondary

Improving Education Together.

This report reflects academic year ending July 2020						
Name of Academy		The Dukeries Academy				
SENCO		Vicky Watson				
Date of Report		October 2020				
SEND Governor		Meg Staples				
SEND profile						
Total Number of pupils on SEND register						
SEND Support		Education, Health and Care Plans			% of academy population	
					SEND support	EHCP
87		3			12%	0.4%
% boys and girls		SEND and Pupil Premium % of SEND cohort		<i>SEND needs breakdown should be shared with Governors</i>		
Boys 70%	Girls 30%	42%		(Attached)		
Identifying pupils with SEND						
A child is identified as SEND in the following ways:						
<ul style="list-style-type: none"> - Liaison with Primary schools as part of transition - Through the use of external partners and the concerning behaviors pathway e.g. if a child has a diagnosis and requires something additional to and different from. - Dyslexic screeners (SPLD) - Well-being screeners (SEMH) and SENCO knowledge of SEMH difficulties 						
Progress made by pupils with SEND						
The progress 8 for SEND students was positive at 0.41 this is a big increase on the previous year which was -0.132. SEND students overall progress 8 is the same of non-SEND.						
SEND students achieving the basics level 5 continues to improve with 24% up from 22% last year.						
Achievement – Year 11						
	All SEND	Non SEND	SEND support	EHCP	SEND and PP	SEND Non PP
Cohort size	21	130	21	0	7	14
Progress 8	0.41	0.41	0.41	N/A	0.14	0.54
Attainment 8	36.52	48.53	36.52		32.96	38.30
Progress 8 English element	0.23	0.68	0.23		-0.16	0.43
Progress 8 Maths element	0.16	0.11	0.16		0.49	-0.01
% Basics Level 4	38.1%	67.7%	38.1%		14.3%	50%

% Basics level 5		24%	40%	24%	14.3%	28.6%
Effectiveness of targeted interventions (outline successes and interventions not so successful and why)						
<p>Due to COVID 19 targeted interventions were disrupted.</p> <p>Mentoring programme enabled students to have a clear pathway to post 16 and increased one particular student from being disaffected to improving from -1.405 (at start of the year) to -0.105 progress 8. This student also had access arrangements in place for mock exams which had a massive impact on attainment.</p> <p>Ensuring each student pathway was individualized had a massive impact on attainment. One ARNA student with severe mental health difficulties had a package of home tuition. Progress 8 improved from -1.985 at the start of the year to 1.415 final progress 8.</p> <p>Early intervention at KS3 through through 'Catch up programme' ensured students made positive progress 8 scores. One student came in with a reading age 5 and progressed to secondary ready by year 9 and then went on to achieve a positive progress 8 score.</p> <p>Small intervention lessons for Maths and English - Having a bespoke curriculum where cognition and learning students had one less option subject and then had Math/English and Science interventions. All students on this package with SEND achieved a positive progress 8 score</p> <p>Having a specific SEND tutor set for vulnerable year 11 students saw attendance increase and positive feedback from parents and students.</p> <p>Use of Teaching Assistants as key workers increased attendance and</p> <p>SEND Teaching Assistants are allocated to support in their subject strengths which means they are able to remove students for 'catch up'/'plugging gaps where needed.</p> <p>Early identification and implementation of access arrangements (end of year 9/year 10)</p>						
Wider Outcomes effectiveness for this cohort						
<p>Students with Social Emotional and Mental Health difficulties (SEMH) accessed draw and talk and counselling.</p> <p>Reduction in option subject for Cognition and Learning students.</p> <p>No NEET's as a result of robust post 16 transition/plans</p>						
Attendance and exclusions						
Overall attendance %		% of pupils PA		% and number of SEND pupils FTE or PEx		
SEND	ALL	SEND	ALL	SEND	Non SEND	
93%	95%	19.5%	14%	11	31 (4.7%)	

SEND exclusions down from 18 on previous year
SEND attendance up from 92% on previous year.

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 involved in whole school academy INSET programmes including teaching and learning strategies such as memory techniques.

Staff attended multiple training sessions during COVID 19 including those offered by ATT as well as those sourced online. This included dyslexia awareness, supporting bereaved children, supporting students' with autism, ACE's, behaviour management and many more topics. Over 20 different courses accessed through the SEND team.

Attachment aware and trauma informed training accessed by SLT lead and SENCO. Also SEND team accessed the recordings.

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.

Draw and Talk continues to be a valuable intervention package to increase SEMH needs. Use of PIVATS to track students' progress show that all students make progress during these sessions.

Graduation Academy our Key Stage 3 alternative Provision has enabled wrap around support for some of the most complex SEND students and reduced the number of fixed term exclusions. Employment of a learning manager and the use of teaching staff to strengthen the curriculum delivered has meant that the students receive a broad curriculum whilst in the alternative provision.

Use of other alternative provisions to increase attendance and confidence of vulnerable SEND students e.g. volunteering at the horses and community workshop.

Page profiles send to parents and reviewed by members of the SEND team during COVID lockdown so that all information is reviewed and up to date.

Applying for AFN and HLN bids so that students' needs can be better met through support networks. A marked increase in the amount of HLN funding received during the course of this year. This enabled appointment of additional SEND staff. A marked increase on those

receiving AFN funding for the start of the autumn term (14 students in total £32, 200 for two terms worth). Additional funding streams in place for start of Autumn 2020 totaling £50,000 (HLN secured for the whole year)

Use of Home tutor role to better support anxiety related non-attendance (ARNA) students and offer them a curriculum package they can access.

Two successful applications for EHC plans. Two students with plans have since moved to specialist provision. 3 more in the application process (Autumn 2020).

SEND team made weekly contact with vulnerable families during lockdown to check well-being and work completed was monitored.

Differentiated work was sent out to the most vulnerable and complex SEND students.

Transition work in the summer term was developed even though limited due to COVID. All SEND and vulnerable students attended a SEND transition day. SENCo was in direct email/phone contact with parents of those with the most complex needs. Page profiles were designed with input from parents and students.

The nurture group for year 7 students had a bespoke curriculum and report sent home to track progress. (Use of PIVATS scores).

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

Within the Alternative Provision (AP) of the Graduation Academy, use of Teaching staff in the AP enables high quality first teaching.

Within the contexts the principal aim of the Dukeries Academy curriculum is to provide a broad and balanced curriculum that equips our students for life beyond school. All SEND students will have a school curriculum that is designed to meet their needs through quality first teaching and planned intervention strategies. A SEND student at the Academy no matter what their ability will experience a broad and balanced curriculum. Students' progress is tracked on a termly basis with subject interventions being put in place where needed.

Personal individual needs will be met through bespoke timetables and interventions with the priority being on quality first teaching with support from teaching assistants where possible, this will enable consistency. Use of individual support profiles detail the students need so that

staff are aware of strategies needed in order to support the student within the classroom.

Outline of objectives for 2020-21

- Develop the use of Provision MAPs so that tracking and evaluation of interventions is effective. Ensure all Page profiles are accessible to Staff and paint a picture of need.
- To further strengthen and increase transition opportunities for Year 6 students
- Establish and develop further transition links for the most complex SEND students.
- Develop further links with Riding for the disabled for the most vulnerable SEND students
- Enhance TA training and professional development
- Identify ARNA students, liaise with external agencies to look at avenues of support. Aim to get all ARNA students working within the academy.
- Develop emotion coaching model within the team and celebrate successes of it with all staff to move towards an attachment aware and trauma informed whole school model.
- Monitor closely the attendance of key year 11 students and identify mentors within the team.
- Establish dyslexia interventions. Use of 'word shark online' for selected students.
- Ensure those with most complex SEND have EHC plans applied for.

Other interventions