



Annual SEND Report to  
Governors  
2019/2020 Secondary

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This report reflects academic year ending July 2020			
Name of Academy		BRISTNALL HALL ACADEMY	
SENCO		GARY WHALL	
Date of Report			
SEND Governor		SALLY HOLLYWOOD	
SEND profile			
Total Number of pupils on SEND register			
SEND Support		Education, Health and Care Plans	% of academy population
			SEND support    EHCP
<b>103</b>		<b>81</b>	<b>11.8%</b> <b>8.5%</b>
% boys and girls		SEND and Pupil Premium % of SEND cohort	<b><i>SEND needs breakdown should be shared with Governors using needs analysis template</i></b>
Boys <b>71%</b>	Girls <b>29%</b>	<b>49%</b>	
Identifying pupils with SEND			
<b>Identification</b>			
Teacher observation; Parental concern; Medical reports; Primary School visits; Transfer records; Outside agencies; Assessment records; Cohort tracking			
<b>Assessment</b>			
WIAT II UK edition for teachers; DASH Detailed Assessment of Speed of Handwriting; Hodder Reading Test; NFER Group reading; Parallel Spelling test; Graded Arithmetic – Mathematics Test; BPVS - British Picture Vocabulary Scale; Pearson’s Emotional and Social Development; Social Use of Language Programme Baseline Assessment; Sensory Checklist (Practical Sensory Programme for Students with ASD); KS2 SATs; Individual Assessment.			
Progress made by pupils with SEND			
<b>Year 11s</b> made very good progress, based on the Progress 8 score being positive and the Attainment 8 number being high (higher than the excellent result we had last year and this year had lower ability).			
<b>Year 10s</b> are making good progress towards their GCSE targets in the three main subjects.			
<b>Year 9s</b> are making excellent progress towards their targets in Science, whilst in Maths and English they are making good progress. Students with difficulties in Literacy and / or Numeracy received extra sessions in the relevant skill.			
<b>Year 8s</b> are making very good progress in Maths and good progress in English and Science Again students with difficulties in Literacy and / or Numeracy received extra sessions in the relevant skill.			
Year 7s made excellent progress in Science and Maths, but there was more limited progress in English. Again students with difficulties in Literacy and / or Numeracy received extra sessions in the relevant skill.			

<b>Achievement – Year 11</b>						
	All SEND	Non SEND	SEND support	SEND EHCP	SEND and PP	Non SEND and PP
Cohort size	38	150	13	25	19	60
Progress 8	0.09	0.72	0.03	0.12	-0.12	0.57
Attainment 8	30.36	51.32	33.85	28.55	25.66	49.13
Progress 8 English element	-0.26	0.45	-0.32	-0.24	-0.31	0.20
Progress 8 Maths element	0.24	0.60	0.07	0.33	-0.02	0.50
% Basics Level 4	28.9	74.7	38.5	24.0	21.1	65
% Basics level 5	18.4	51.3	15.4	20.0	5.3	45

#### **Effectiveness of targeted interventions**

- ASD Focus Provision
- Reading Club – for year 7 & 8 students, involving paired and group reading;
- Start Right Club – to improve organisation;
- Homework Club – to assist students with work done outside the normal lesson;
- Life Skills Club – to improve student’s ability to cope with everyday life.
- Social Skills Group – to improve social skills, communication, self-awareness, self-esteem and confidence. Also to give behaviour strategies;
- TITAN – Independent movement / travel.
- Buddy Club - to improve social skills, communication, self-awareness, self-esteem and confidence at dinner and break times;
- Chill Out Club – help with unstructured behaviour;
- Behaviour Strategies Sessions – to improve in class and unstructured behaviour of individuals.
- Classroom Survival Skills – 1:1 sessions working on behavioural strategies and organisation problems;
- Organisation Plans – to improve organisation, using communication in print.
- Literacy for Learning – to improve literacy
- Numeracy for Learning – to improve numeracy
- Learning Support Unit – for nurture.
- Sulp – Social Use Language Programme.
- Speech & Language work.
- Drama Therapy.
- Art Therapy.
- Lego Therapy
- Pre-teach for science.
- Specialist Sports sessions – SMILE games; Pan Disability Football; etc.
- WBA Foundation ball sports sessions

Buddy Club, Start Right and End Right Club, and taking students to and from lessons, gets vulnerable students prepared to learn and reduces anxiety (see attendance).

Progress (especially GCSE results) shows in class support, Homework Club, Literacy and Numeracy sessions are working.

General lack of behaviour and attendance shows that Social Skills, Lego Therapy and Art Therapy are working.

Parental feedback shows Life Skills, WBA ball skills, TITAN and Parents Get-togethers are working.

**Obviously with Covid-19 we are curtailed with what we can presently offer, but we will look to build up to the full intervention menu when we are allowed.**

#### **Wider Outcomes effectiveness for this cohort**

Smile Games – multi-sports. Only one possible in the 1<sup>st</sup> term.

Birmingham Hippodrome, Relaxed Performance, Pantomime trip.

Parents Get-togethers, termly (only the first term was possible).

SEND sports competitions in and out of school.

**The above were all able to go ahead, the following had to be cancelled due to covid-19**

Summer School for new year 7s to assist transition.

One-day trip to Frank Chapman in preparation for 3-day trip.

Three-days trip to Frank Chapman.

Drayton Manor Trip.

#### **Attendance and exclusions**

Overall attendance		% of pupils PA		% and number of SEND pupils FTE or PEx	
%					
95.1		12.6			
SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
93.7	95.5	19.2	10.2	4 (80%)	1 (20%)

#### **Ongoing professional development on SEND for staff in the last 12 months**

Annually, all staff engage in an 'Inclusion Surgery' activity on September INSET day. Each student on the SEND list is appointed a keyworker: a member of the SEN Support team. In the summer term, prior to September INSET, the keyworker ensures that they have a detailed understanding of that student's special educational needs by engaging in the following PD activities: reading the EHCP and identifying key provision requirements and needs; reading external agency reports to develop a picture of need; speaking to the young person and parents or carers. They then disseminate this information to class teachers during the 'Inclusion Surgery.' The class teacher then, with the Learning Support Assistant/Practitioner who supports in the lesson, creates an 'overcoming barriers support plan' to identify how to best differentiate to meet the needs of the young person.

In addition to this, SEN support staff engage in a People Development pathway- which is 10 hours on professional learning each academic year. Last year they engaged in an SEND Knowledge

Enhancement Course led by SENCo and Deputy SENCo, who upskilled support staff by teaching them areas involved in delivering the best support to our students.

Two staff members attended the SENCo's course. One member of staff who attend a Pan Disability FA coaching course. One member of staff completed an Art Therapy course. Five staff completed a Lego Therapy course. One member of staff completed a Sensory course. Support staff received courses from Inclusion Support

**Any issues relating to time and resources to enable the SENCO to carry out their duties.**

The paperwork is far more time consuming; the reviews are taking at least twice as long; the number of EHC plan students is increasing; the need for emergency reviews are on the increase and with the teaching commitment it is becoming impossible to complete.

**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.**

We are renting an allotment in the Harborne area for our SEND students to experience gardening, both in lesson times and as part of their works experience. Also we are now teaching Horticulture to one group of low ability students. It is a Royal Horticulture Society level one and level two qualification.

**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.**

All teachers have targets for the students in their classes. They record all difficulties and strategies being used for individual students. To work with the support all teachers complete overcoming barriers plan which is held and adapted by both teacher and support.

**Outline of objectives for 2020-21**

Change the provision map format by developing the Class Charts module.

Revisit the whole school provision map

Numeracy interventions

Literacy interventions

Speech & Language interventions

Social interventions

Behaviour interventions

Life Skills including TITAN interventions

**Other interventions**

Setting up Emotional and Social Development assessments of ASD students using AET.

Extend the development of the one sheet passport for all ASD students.

Investigate low level step by step progress system using Sandwell skills ladders

Increase the experiences open to our vulnerable students.

Update SEND registers

Update One page profiles on the platform

Specialist Rooms  
Making links with Accessibility games

Linked documents	Link on website
Local Offer (Local Authority)	
Academy Information Report/Academy's Offer	
Accessibility Plan	
Needs Analysis	Appendix A to this report

## Appendix A

Academy Needs Analysis:				
Type of Need		No. of Pupils	% of SEND pupils	% of all pupils
<b>Communication and Interaction</b>	Speech, Language and Communication Needs (SLCN)	19	9.6	1.94
	Autistic Spectrum Disorders (ASD)	49	24.6	5
<b>Cognition and Learning</b>	Moderate Learning Difficulty (MLD)	53	26.8	5.4
	Severe Learning Difficulty (SLD)			
	Profound and Multiple Learning Difficulty (PMLD)			
	Specific Learning Difficulty (SpLD)	10	5.1	1
<b>Social, Emotional and Mental Health (SEMH)</b>		48	24.2	4.91
<b>Sensory and/or Physical Needs</b>	Visual Impairment (VI)	3	1.5	0.31
	Hearing Impairment (HI)	3	1.5	0.31
	Multi-Sensory Impairments (MSI)			
	Physical Disability (PD)	4	2	0.41