

Statutory Annual Report to parents on the effectiveness of arrangements for Special Educational Needs and Disability- October 2022

At Wichelstowe Trinity Learning Campus we strongly believe that all pupils, despite their barriers to learning, can experience equal opportunities and achieve to their full potential if they are given appropriate opportunities, tasks and strategies to manage challenges.

Our aims and values:

Wichelstowe Trinity Learning Campus values the abilities and achievements of all its pupils and is committed to providing, for each of them, the best possible inclusive environment for learning by:

- ensuring the identification of SEND as early as possible in pupils' school career
- monitoring progress
- working collaboratively with parents/carers and outside agencies
- involving students and parents / carers in decision-making
- personalising learning for students
- promoting independence
- ensuring that the responsibility for SEND is held by all staff and governors
- removing barriers to enable achievement and success

Analysis of Progress of Pupils on the SEND Register:

Kingfisher CE Primary Academy:

Nursery: there was no children identified with SEND in the Nursery Class, although we have been monitoring concerns for two children and have continued to do so since September 2021.

Reception Class: there was one pupil with an EHCP starting in September and no other children with identified SEND when the cohort started in September 2021. However, over the course of the academic year, we have identified potential SEND / challenges for six pupils, ranging from Communication and Interaction Needs (neuro-diversity as well as speech and language needs) to Social, Emotional and Mental Health Needs (ACEs, attachment, trauma...)

This large proportion of pupils with barriers to learning has had a direct impact on the expected academic progress of the cohort and pupils have not reached key milestones as a result.

The Deanery CE Academy:

SEND register – numbers continue to increase. In September 2021, we had 125 students on the register, with 12 students holders of an EHCP. Over the academic year, we secured two more EHCPs (one Year 8 and one Year 9 students) with two more about to be finalised (one Year 7 and one Year 8).

Many students joined The Deanery as mid-year transfers and the majority of them have complex – often unidentified- special educational needs and disabilities, regularly increasing the SEND register and adding pressure on staffing for adequate provision.

EHCP holders-

- In October 2021, one student moved to a specialist setting.
- In June 2021, the LA agreed to specialist setting for a Year 7 pupil. We are *still* awaiting for the move in October 2022 (he is now in Year 9).

- One Year 8 student has been a non-attender since January 2022; LA has declined specialist placement and parents have appealed – alternative provision in place in the meantime.
- One Year 9 student has now a complete bespoke package with a variety of alternative providers and whilst he does not attend school, he remains on roll with us the time being.

In September 2022, we had 175 pupils on the SEND register, with 19 students holders of an EHCP (increased to 21 since, with a further 3 currently under assessment)

Progress of students with SEND-

The learning gap between SEND pupils and non-SEND pupils at Wichelstowe Trinity Learning Campus remains important and it has not shifted as much as we were expecting over the academic year.

Our learners' reading skills (decoding, fluency and comprehension) remain a significant concern across all year groups, but especially in Year 9. We deemed it was a priority to ensure that Year 9 would be ready for their GCSE years and the school invested in Lexia Power Plus, an all-in-one software literacy intervention to tackle reading barriers. Learners are able to access the programme at school and from home but the lack of staff and time mean that it has not had the impact we expected.

Attendance of students with SEND -

Attendance of students with SEND continues to have a significant negative impact on the general progress measure trend. As a school, we are committed to find effective and innovative strategies to engage our more reluctant learners and ensure that they attend school, whether it is in the classroom, virtually or in an alternative location on site.

- Home visits
- Creation of the Nurture Room in January 2022; this room is staffed and supervised at all times and enable persistent absentees and / or learners with high stress / anxiety to attend school in a small, supportive and calm environment. This initiative has been highly successful and has enabled to reintegrate at least a dozen of pupils back to school, and in class.
- Involvement with external providers such as Swindon Tuition Centre, Launch2Learn, CAMHS, IProveFit...
- Reduced timetables
- Mentoring scheme with a Champion

Inclusion Administration-

The Inclusion Team have worked relentlessly to develop systems and ensure all protocols are set up and rigorously implemented:

- All pupils on the SEND register have a Pupil Profile outlining strengths, barriers to learning and key universal strategies for the classroom environment.
- Annual Reviews (including of all paperwork) are completed in line with the Local Authorities guidelines
- Communication with parents / carers is timely and effective. We held our first Inclusion Coffee Morning.

- Communication and collaboration with outside agencies links and alternative providers have developed significantly, enabling the school to meet complex needs, more successfully.
- Communication and liaison with colleagues have improved, so that all staff are kept up-to-date with their pupils with SEND
- Recording: the Inclusion Team records actions / interventions and monitor their impact and effectiveness
- The Inclusion Team meet regularly although these meetings are not as frequent and as timely as required

Interventions and External Agencies:

Kingfisher CE Academy

It was important to seize the opportunity to develop solid foundations for our learners at Kingfisher and we all agreed that developing a strong language and communication culture within the school would benefit children on their lifelong journey.

In October 2021 we started working with Educational Psychologist Ioanna Bakopoulou and we embarked on the exciting Systemic Language Project. Ioanna's input, advice and guidance have been invaluable over the past year and we are building excellent practice around language and language exposition.

Aspen Psychology Services have also supported staff with

Individual pupils have also had access to sessions with the SBC Communication and Interaction Services (the ARC) and the Speech and Language Therapist.

Unfortunately, due to on-going staffing difficulties, we were unable to develop more in-house interventions and it is certainly a priority identified for academic year 2022-2023.

The Deanery CE Academy

It was important to assess what The Deanery learners' profiles are in order to inform any interventions. The main needs identified were cognition and learning and around our young people's mental health.

As previously mentioned, we invested in Lexia Power Up to support the reading skills of all Year 9 and identified pupils in Years 7 and 8 and this will continue for the next two academic years, but Inclusion will deliver the intervention in a more structured manner to ensure accelerated progress.

Staffing issues again limited interventions so we concentrated on ensuring that EHCP holders had the necessary support in lessons.

We delivered the following interventions:

- Resilience Programme (Terms 1 and 2, to support Year 7 transition, especially after the pandemic and school closures)
- Counselling / mentoring
- Nurture Room
- Pre-teaching
- Phonics and reading intervention

Besides, we have developed the use of **word processors** for students with dyspraxia, handwriting and / or processing difficulties. Around 25 learners use word processors regularly.

We have also recently invested in **reader pens**, a device that JCQ and exam boards accept for all GCS examinations, including for the English Language papers. This will enable our learners to be independent during their exams.

During Assessment Week at the end of the academic year, our learners sat their papers in exam conditions and we ensured that they had the relevant **access arrangements** as evidence of their normal way of working.

Summary of interventions – academic year 2021-2022

Intervention	Students who may benefit	Frequency
Pupil Profile	All students on the SEND register	Universal strategies used in lesson
Reading Intervention – Lexia Power Up	Students with lack of reading fluency Students with low inference and comprehension levels	2-4 times a week, home and one English lesson a term for Yr 9
Mentoring	EHCP holders Students with organisational issues Students with SEMH needs	1-4 times a week, tutor time
Sensory Room	Students with ASC and SEMH needs who are self-aware and can recognise when they are getting overwhelmed.	When applicable
Exit Card	Students with anxiety and sensory processing issues (usually with ASC, ADHD or / and SEMH)	When applicable
Counselling	Students with significant SEMH needs and / or going through difficult circumstances.	Once a week
Resilience Programme	KS3 students with low resilience towards learning	Once a week
Pre-teaching	Students with significant processing and retention difficulties, as well as language processing needs.	1-2 a week
Nurture Room	Students with SEMH and at risk of non-attendance	When applicable
Outside Agencies		
PCAMHS /CAMHS	Requests for ASC / ADD / ADHD assessments. Students who suffer from significant SEMH (anxiety, depression...)	Tailored (outside agency)
Communication and Interaction Services – social skills in 1:1 mentoring or group sessions (ARC)	Students with ASC who experience significant difficulties academically, socially and emotionally	Once a week
Play Therapy (ARC)	Students with ASC and / or trauma	Once a week
Educational Psychologist	Students who are failing education because of significant SEND.	Tailored
SALT (Speech and Language Therapist)	Students with significant language difficulties (processing, expressive and receptive language, processing, etc...)	Tailored
VI SENSS Services	Students who are visually impaired	At least 3 visits a year
HI SENSS Services	Students who have a hearing impairment	At least 3 visits a year
PD SENSS Services	Students with a Physical Disability	At least 3 visits a year
NHS Children’s Therapy Team (Occupational Therapy & Physiotherapy)	Support for students requiring occupational therapy and physiotherapy	At least 3 visits a year
Social Services	Students with difficult family circumstances	When required
Alternative Providers		
IProveFit	Students with SEMH who struggle to engage with education	Tailored / min 12 weeks
Swindon Tuition Centre / Launch2Learn	Students who cannot access mainstream system in their current circumstances	Tailored

Transition Programme:

Teaching Assistant Julie Eldon and the SEND Co delivered a transition programme for Year 6 EHCP holders and vulnerable students to facilitate their move to secondary school. The programme consisted on bi-termly visits from term 4. Year 6 pupils would get familiar with the site, meet key staff (inclusion and pastoral), discuss a typical timetable, uniform, routine, expectations, etc... through games and activities. The visits ran for around 10 pupils and we will be looking at developing the scheme even more next year.

GCSEs (September 2022)

We have looked at alternatives to academic subjects and we have offered an ASDAN course to our students (the Certificate of Personal Effectiveness, Levels 1 and 2). 8 pupils have opted for this subject.

We also offered a reduced number of options to a few students to receive overlearning sessions instead, during which they work on core subjects or homework. This is to support their learning and well-being.

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

- Local Authority sessions and SEN Co Partnership meetings to keep up to date with Code of Practice as well as the Annual Inclusion Conference (June 2022)
- Hearing Impairment Team SENSS – they have provided training to whole school staff as we have had one Year 8 student using new technology in class.
- Visual Impairment Team – they provide regular training such as Guided training to support our blind learner.

In house training

Last academic year, the SEND Co led on several CPD sessions including: universal strategies, pupil profiles and the importance of knowing your students, etc... there have been regular updates through briefings and bulletins.

The Inclusion Unit

The Inclusion Unit has now defined zones: an office, the staff room, two intervention rooms, an equipped Sensory Room, the Counselling Room and the Nurture Room.

In our Nurture Room, we have welcome many “school refusers” throughout the year and in time, many of them managed to go back to lessons. Many students, who may have stayed home in the past because of a bout of anxiety, now come to the Nurture Room. They know they are safe and have the opportunity to express their concerns. Students also welcome the calm and peacefulness of the room.

Priorities 2022-2023:

- Teaching and Learning – develop and embed Quality First Teaching and differentiation. This will include how to create a fully inclusive classroom environment.

- Recruitment of support staff to ensure that we can meet provision as outlined in Section F, and then deliver cost-effective interventions. This implies to invest in our staff and ensure they receive regular training.
- Transition Teachers: recruit a member of staff that will support our more vulnerable and lower-attainers at KS3 to maximise literacy and numeracy input in a more primary setting environment.
- Pupil Profiles and Statutory Reviews: we will hold three tutor evenings during which tutors will meet with parents of students with SEND. They will review the Pupil Profiles and will set SMART targets
- Interventions: develop our range of literacy and numeracy interventions from Reception to Year 10 – ensure the programmes are effective and their impact easily monitored.
- Ensure the Provision Map reflects all interventions and their impact with clear input and output data / benchmarks.
- Involve alternative providers and agencies to support staff training and delivery of intervention programmes (ARC for example)
- Invest in 5 members of staff to be trained as ELSAs (starting November 2022)
- Arrange for Year 10 cohort to be assessed for Access Arrangements
- Training: concentrate on neuro-diversity and trauma / attachment disorder.
- SEND support structure at KS5
- Develop regular Inclusion Coffee Mornings with specific discussion focus.