Faringdon Road, Abingdon, Oxon, OX14 1RF
Tel: 01235 520141
Email: office.4125@larkmead.vale-academy.org
Website: www.larkmead-school.com
Headteacher: Jonathan Dennett

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Report to Governing Body: SEND Cohort 2021-22

Report by SENCO: Philippa Cross

Learning Support Team Update (2022-2023)

Philippa Cross (PCS) – Head of Learning Support, Special Educational Needs Coordinator (SENCO) (4 days a week)

Annette Morgan (MG) – SEN Literacy Lead (2 days a week, to be increased to 3 after February half term)

Ceri Hopgood – Higher level teaching assistant (HLTA), Autism lead (4 days a week)

Emily Lewis (5 days), Charmaine Tyler (5 days), Richard Acott (5 days), David Wirdnam (5 days), Ellie Mills (5 days), Anna-Lee Evans (5 days) – TAs

Jo Jepson – SEN admin support (2.5 days)

SEND Register Update

The table below summarises the number of students per year group with special educational needs, split into the four areas of the code of practice (correct as of 11/01/2023).

| Year Group | E and K | | | Category of need within K and E: | | | | | Total no. of pupils per year | % SEN per year | PP per year | PP&SEN per year | % PP&SEN per year group |
	Total SEN	E - EHCP support	K - SEN Support	C & L	SLCN	C & I	SEMH	PD					
7	38	5	33	18	0	18	2	0	162	23	30	15	9
8	29	6	23	10	5	11	2	0	132	22	31	15	11
9	30	7	23	11	6	6	4	3	135	22	24	8	6
10	29	3	26	6	2	11	7	2	165	18	26	6	4
11	18	3	15	6	0	8	4	0	147	12	25	6	4
12	4	1	3	0	0	3	0	1	61	7	7	1	2
13	5	0	5	0	0	4	0	1	53	9	10	2	4
Total:	153	25	128	51	13	61	19	7	855		153	53	

Key:

E – Education, Health and Care Plan support (EHCP)
K – SEN support
C & L – Cognition and Learning needs
SLCN – Speech, Language and Communication needs
SEMH – Social, Emotional and Mental Health needs
C & I – Communication and Interaction needs
PD – Physical disability
PP – Pupil premium

Exam Review for SEN cohort 2021-22

In terms of need, 19 students in Year 11 were on the SEN register, with 1 student in receipt of an Education, Health and Care Plan (however, she was educated offsite using additional funding). The students' needs were split as follows; 9 students with diagnoses of Autism, 5 students with Moderate Learning Difficulties, 4 students had Social, Emotional and Mental Health needs and 1 student had a Specific Learning Difficulty.

	Whole Year			SEND		
	Actual	iTarget		Actual	iTarget	
Eng & Maths 9-4	58.0%	68.7%		20.0%	25.0%	
Eng 9-4	69.5%	84.7%		20.0%	50.0%	
Maths 9-4	61.8%	71.0%		25.0%	30.0%	
2 Sci 9-4	45.8%	77.9%		25.0%	45.0%	

Whole Year 11 cohort.

	Whole Year			SEND		
	Actual	iTarget		Actual	iTarget	
Eng & Maths 9-4	59.8%	70.1%		25.0%	25.0%	
Eng 9-4	71.7%	84.3%		25.0%	37.5%	
Maths 9-4	63.8%	72.4%		31.3%	31.3%	
2 Sci 9-4	47.2%	78.7%		31.3%	43.8%	

4 students removed from this data set who did not sit exams.

Year 13 student with an EHCP achieved A, A*, A*.

Interventions

RALP (Raising Achievement in Literacy Panel) meetings are held termly to agree which students/classes need to be targeted and how resources can be best allocated. This meeting is attended by the SENCO, SEND Literacy Lead, 2nd in English and the Library Manager.

Reading ages are assessed at the start of each academic year for years 7, 8 and 9. We can then repeat assessments either in the Learning Support Department, or via library lessons. The length of interventions is flexible, depending on the needs of the students identified through RALP.

Current Interventions

Intervention	Detail	Frequency	Staff	How is impact measured?
Group Reading	Reading Comprehension - based on STAR/NARA assessments. Shared text and discussion.	1x week for 2 terms	MG/ LS	Reading age /teacher observation
1:1 Reading	TAs, 6th Formers, volunteer readers, library staff support individual reading session	2/3x a week	Various	Reading age measured - STAR
Lexia	Online programme, placement test followed by individual activities - word level, grammar, reading comprehension	3/week, 20 minutes per session	TA (overseen by Specialist teacher)	LEXIA overview of progress
Mentoring	Details of session dependent on needs of child, done 1:1 basis	1 hour/week	TA	SDQ, attendance at school, in lessons
C and I mentoring	1 session a fortnight, based on need, work dependent on student, can be school focused, emotional literacy, organisation support…	1 hour/fortnight	HLTA	Baseline social skills assessment
C and I drop in	As above, but not a regular timetabled slot.	As required	HLTA	Baseline social skills assessment
Social skills group	Follows Talkabout For Teenagers programme.	1 hour/week	HLTA	Baseline social skills assessment
Transition group	Lead by C and I advisory support worker.	1 hour/week	Ken Bradshaw	Social skills questionnaire/SDQ
TA support	In lessons - not necessarily 1:1.		TA	Lesson engagement and particiaption. Tracking.
Room 37	Main classroom linked to Learning Support, open from 8:30am, at break and lunch times.	Every day	TA, HLTA, SENCO rota	
Homework club	Invite only, target students with homework difficulties and additional needs	Monday, 3:15pm-4:30pm	Specialist teacher	Attendance at club, detentions
Supported Learning	Alternative curriculum from Years 7 through to 11. Vocational courses - with a focus on literacy, numeracy and life skills.	5 times a fortnight	Specialist teacher and Inclusion coordinator	Attitue to learning, engagement, mental well being
Reader pen	Prior to mocks or exams, reader pen practice for student granted this access arrangement.	During tutorial on a Wednesday, 6 weeks prior to exams	TA	Useage in exams

Students participating in interventions
We did not have an effective, consistent way of tracking who participated in the interventions – however we have just invested in the online programme Provision Map which will help us to track, monitor and review pupil learning plans and associated provision.

Reviews
Following the pandemic and now meetings have returned to face to face, we were able to conduct the annual reviews for students with EHCPs as we did pre-pandemic.
This is the same for pupil profile reviews.

Development points

SEN register
- Are the students with K markers getting above and beyond Quality First Teaching (QFT)?
  - Currently not all students, this indicates the SEN register needs to be refined.
- Is QFT consistent and meeting the basic needs of all students? How well is the guidance from the Education Endowment Foundation being embedded across the school?
  - This will be investigated during a whole school SEND review, lead by the SENCO and VAT lead for pupil support.

Supported Learning curriculum
- Revisit intent/purpose, implementation and impact of the S/L curriculum and the provision.
- Review allocation of students to this class so that needs are met appropriately.
- How is the curriculum meeting the literacy and numeracy needs of the students?
- How is the teaching quality assured?
- What is the flexibility to allow interventions to be undertaken during these sessions?

Staffing
- Number of EHCPs has increased - What are the implications for staffing?
    - Our current model is one TA per year group (Years 7-11), but with numbers still set to increase for September 2023, this will need to be reviewed to ensure we are meeting the needs of students with the most complex difficulties.
- Recruitment of staff should be thought about and planned for, with enough time to ensure a successful transition of rising Year 7 students and consistent support to current high needs students.

Provision mapping
- Launch of Provision Map.
- Individual provision mapping is important for staff and parental viewing, conversations, justification for K status, overview of support, consistency of support, spotting gaps.
- If interventions are undertaken in other departments, how is this recorded altogether for SEND students?

CPD opportunities for all staff and TAs
- Is QFT consistent and meeting the basic needs of all students?
- What CPD opportunities with a SEND focus are made available to all staff?
    - CAMHS In-Reach, C&I bitesize training, Educational Psychologist, OTSA.
- How is this recorded?

Data analysis and tracking
- Consistent model for review and follow-up by team, tutors and teachers

Post Tracking Analysis
- Post tracking analysis – use DoL Monster and SIBs to identify 'watch students' and ensure a focus on them.
- Possible 'Watch 5' strategy:
    - Look at timetables – which lessons is further support required?
    - Highlight in briefings – remind staff of need and corresponding strategies
    - Create 'watch 5' display on SEN board in staffroom
    - Encourage attendance at Power Hour
    - Communicate with tutors – what support is in place and do they communicate with home?
    - Targeted, more specific mentoring (if not already in place)
    - Ensure access arrangements in place if not already

Access arrangements
- Tighter processes this year based on previous inspection feedback
- Dedicated member of staff to collect more robust evidence on a Wednesday
- Use Yr 10, 11, 12 and 13 mocks to ensure students use AA effectively.
- Training for students through lessons (modelled and supported by teachers) and intervention if necessary (reader pens).