

SEND Provision at Malbank 2015-16

Report to Governors

The SEND team continue to take a personalised approach towards supporting our SEND pupils to ensure that these children are making progress and fulfilling their potential.

Some of the strategies used to support SEND pupils have included;

- An Academic Nurture Programme in Year 7 – a project based primary model which focusses on literacy and numeracy.
- A Social and Emotional Nurture Programme in Year 7.
- Staff training – workshops have been delivered on a range of areas of need throughout the year so that teaching staff can best support pupils learning and differentiate appropriately.
- Key personnel to monitor progress including the SENCO and Progress Managers.
- Key workers to facilitate home school communication and so that pupils know who to speak to if they have any issues.
- Personalised passports – these identify strengths and weaknesses of the individual and recommend teaching strategies to be used to promote progress. These are shared with all teaching staff.
- Learning Support Assistants – the experienced team are deployed to best support the SEND pupils in line with any EHC plan or statement.
- Structured free time – The Inclusion Resource Centre (IRC) is used to provide structure and support during break and lunchtimes.
- Personalised timetables
- Use of specialist ICT programmes to support progress including 'NESSY'
- Liaison with a wide range of outside agencies to ensure that the correct support for individual pupils is in place.

Impact of support on SEND pupils

Attendance

The average attendance of our SEND pupils in 2015-16 was 82.6% (children with an EHC plan / statement). This is below the whole school average of 95%. The fall in attendance is due to complex medical needs of the new intake in this year group. The new SENCO will ensure that this is an area of focus in the next academic year.

Progress

Year 7

There were 12 pupils on the SEND register of mixed ability, with some complex medical

58% of SEND pupils met their progress target in English, 92% in Maths and 83% in Science.

Year 8

There were 6 pupils on the SEND register of below average ability (Jesson groups 3, 4 and 5).

In English the average progress made was 1.5 levels against the level achieved at KS2. This is better than expected progress. In Maths, the average progress made was 1.6 levels, this is progress above expected progress.

In Science an average of 1.6 levels of progress was made, which is again evidence of good progress.

Year 9

There were 4 students on the SEND register. One of the 4 is making good progress in English and Maths. The other pupils are receiving support to help them to make progress.

Year 10

There were 7 students on the SEND register and they were of mixed ability. The students are particularly vulnerable and have a range of support strategies in place to help to support progress.

Year 11

There were 2 students with an Education Health Care plan.

One of these students made expected progress in English and Maths. They also made better than expected progress in other subject areas, including 4 Levels of progress in Science and French and 5 Levels of progress in Music.

The other student with an EHCP made expected progress in English, Dance and Food Technology. They also made better than expected progress in other areas of the curriculum including 6 levels of progress in Science and 5 levels of progress in Art.

There were 3 students on the SEND register as they were in receipt of additional support. 2 of these students had medical needs and were therefore home tutored for a period of time. One of the students made 4 levels of progress in both English and Maths.

Janine Edwards – Director of Inclusion