



SEN Report to Governors

Summer 2019

Name of School: Queensbury Academy	SENCO: Sian Jones
Date of Report: September 2019	SEND Governor: Geoff Brown

As part of their statutory duties, Governing bodies must publish information about and report on, the school's policy on special educational needs.

The Special Educational Needs Co-ordinator (SENCO) is Sian Jones and the named Governor for SEND is Geoff Brown.

At Queensbury Academy we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all students, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all students, including those students with SEND by working in partnership with parents/carers and listening to students.

Queensbury Academy Special Needs Department 2018-19

Sian Jones - SENCO
Rachel Mason SVP
Fernanda Bleakley – LSA responsible for Physical/sensory impairment
Julie Billington – LSA- responsible for Emotional mentoring and EXCEL
Sue Jeffs – LSA responsible for Provision Map and KS4 cognition and learning need
Nick Mepham – LSA – responsible for KS3 numeracy needs
Georgie West – HLTA- responsibility: EHC plan, access arrangement and Dept admin
Martin Palfrey – LSA responsible for students with ASD/ADHD need
Helen Mead-LSA – responsible for students with SEMH
Alison O'Toole-LSA - responsible for KS3 literacy needs
Vicky Wells-LSA Responsible for SLCN
Mihaela Oluru-LSA- responsible for EAL and identification of literacy levels
Jayne Page – HLTA supervises and supports students using inclusion suite
Yvonne Sinclair – behavioural mentor replaced by Alison Spicer as Student and Family support worker April 2019
Alison Piercy– SEND Admin Support

The role of the SENCo

The SEN Coordinator (SENCO), in collaboration with the Headteacher and governing body, plays a key role in determining the strategic development of the SEN policy and provision in the school to raise the achievement of children with SEND.

The SENCO takes day-to-day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual children with SEND which entails working closely with staff, parents and carers, and other agencies.

The SENCO also provides related professional guidance to colleagues with the aim of securing quality teaching first for all children, including those with SEND.

The SENCO, with the support of the Principal and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching. This will be through the analysis and assessment of student's needs, by monitoring the quality of teaching and standards of student's achievements, as well as by setting targets for improvement.

The SENCO collaborates with curriculum coordinators so that the learning for all students is given equal priority, and available resources are used to maximum effect.

SENCO Responsibilities

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with and advising teachers.
- Managing Teaching Assistants.
- Supervision of and to Behavioural Mentor
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Leading and contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and Educational Psychology services, health and social services, and voluntary bodies.
- Carrying out annual reviews, which includes the preparation of statutory paperwork and subsequent report writing
- Assessment of students to ascertain if they have SEN
- Applying for EHC plans

How do we support students at Queensbury Academy?

At Queensbury Academy we always strive to promote student independence. We believe this is pivotal in achieving academic and social success in our students' lives.

We have six teaching assistants that are attached to the core faculties. This facilitates planning, preparation, as well as enhancing subject knowledge. All these factors are crucial to promoting student progress.

The remaining teaching assistants support a range of students across the curriculum. In this way students become familiar with different members of the support team and do not become over reliant upon individual members of staff. Consequently, this further promotes students' emotional and social resilience.

We deploy most Learning Support Assistant support into class and only withdraw students for specific and necessary intervention. For example, students may receive 1:1 literacy or exercise sessions such as adapted PE lessons.

We also provide intervention based upon recommendations of the objectives in the EHC plans; for example, a student may have fine motor or touch typing as an intervention if this is highlighted as an area of need. If students are identified as vulnerable and have emotional/learning difficulties on entry in year 7, they may access the nurture provision which provides approximately 2 hours a week of structured intervention.

We also provide structured, supervised support at break and lunch time (in W4) for students with SEND and vulnerabilities. Food and structured games are available during these times and this area is supervised by LSA's who are familiar to the students.

Numbers and Types of SEN Need at Queensbury Academy

SEN Numbers at Queensbury Academy Summer 2018

EHC Plans	9
SEN K Support	121

	ASD	ASP	BESD	HI	MLD	NSA	OTH	PD	SEMH	SLCN	SPLD	VI
Year 7	4	0	0	0	5	2	1	3	11	1	7	1
Year 8	4	0	1	0	10	0	0	0	11	0	3	1
Year 9	4	0	0	0	5	0	3	1	9	1	8	0
Year 10	4	2	0	0	9	0	0	2	10	3	4	0
Year 11	2	0	0	0	6	1	0	0	6	3	5	0
Year 12	2	1	0	0	1	0	0	0	1	1	1	0
Year 13	0	0	0	0	1	0	0	0	0	0	0	0

Students placed at K on the SEND register have remained stable since the revision of the code of practice. There is a decrease in students being awarded EHC plans. In 2012, Queensbury had 13 students with a statement of Special Educational Need or disability, currently we have 9. This is because it has highlighted that a 'special need' is significant and organic in nature and not just missed learning opportunities or a slight delay in learning. Previously if a student was receiving an intervention 'additional to/ or different from' the usual curriculum offer they would have been placed on the SEN register, whereas now they are placed on a monitoring register.

The most prevalent area of need at Queensbury Academy is Social Emotional and Mental Health followed by specific learning difficulty (dyslexia), then Moderate Learning Difficulty.

Arrangements for Identification and Assessment of SEND students

Start of Year

- Liaison with primary schools
- KS2 National curriculum levels
- Baseline testing in the first half term includes a reading test, Baseline tests in core and foundation subjects and CAT tests
- SENCo triangulates all information and data regarding students to determine whether to place students on the register
- Parents are informed if their child is placed on the SEN register

Mid- year

- Referrals from subject staff or Head of Year after data analysis made to SENCO
- Parental concerns expressed about progress and difficulties
- SENCo will observe students in class
- SENCo will carry out any necessary additional assessment
- SENCo will refer for outside agency support where necessary
- SENCo will decide whether to place student on the SEN register
- Parents are informed if their child is placed on the SEN register

Staff Skills and Training

Support staff training is on-going. This is identified through performance management and whole school need.

Support Staff have accessed training through in school training and external courses.

- JB leads on EXCEL nurture groups
- GW delivers Year 8 literacy catch up
- SJ delivers closing gap numeracy skills to targeted KS4 students
- ASP delivers an aspirations course to targeted SEND/PP students
- All SEND staff have attended course in managing behaviour and a refresher course
- All SEND staff have attended Epilepsy Awareness course
- All support staff have had in school training on monitoring data and progress Impact
- Staff able to support physical and care needs of students
- SEND staff attended physio session to support adaptive PE sessions
- All SEND staff have attended Safeguarding training
- Two LSA's staff oversee registration reading four mornings a week
- All Inclusion staff have received outreach training on ASD
- All Inclusion staff have had Safeguarding training relating to emotional well-being
- Five LSA's are First aid trained
- HM is Team Teach trained
- HLTA liaises with ASD unit at Manshead to support student who accesses sixth form lessons at both schools

Whole School training

- SENCo and LSA led update on ASD with strategies for specific students
- SENCo led awareness update on students with physical/ sensory disabilities

- Quality Teaching First through teaching and learning INSET
- On-going departmental support with differentiation and strategies for SEND
- Case conferences on individual students to guide staff on specific needs and strategies
- Ongoing safeguarding training
- Ongoing training in effectively supporting vulnerable groups
- ASD training to take place Autumn term 2019

Statutory Publications

- School has published its offer on the school website, and it is reviewed annually.
- SEN policy is on the school website
- Report to governors' due this term and needs to be uploaded to school website
- The Academy's Accessibility plan was updated in 2018 and is on the school website

Equality

- Details of school's admission arrangements for students with SEND are incorporated into the whole school policy and are on the website
- Steps are taken to prevent less favourable treatment
- Reasonable adjustments are made in the curriculum, in day to day school life and in extra-curricular activities
- Consideration of SEND students for school trips - individual risk assessments are carried out where necessary support is allocated for individual students
- Personalised curriculum for some SEND students
- Staff training provided to enable mainstream staff to meet SEND needs
- Special exam/assessment arrangements are in place so SEND students can demonstrate their knowledge in exams and assessments
- Differentiated approach to behaviour and rewards
- School site is being improved for DDA access as funds permit
- Repainting of steps and stairs recovered to improve contrast to support students with visually impairments

Resources

Queensbury Academy Provision Map

Provision/resource	Staff/student ratio	Staff involved	Cost in time
In class support – EHCp	1:1	LSA	270 hours per week (10 LSA's required)
In Class support – SEN support	1:25/30	LSA	No extra so dependent on location of above
W31 support	1:6 (average)	LSA	5 LSA hours per day
Literacy support	1:2	LSA	1-hour day
Numeracy support	1:2	LSA	1-hour day
Homework/Catchup	1:2	LSA	2 hours week after school

EXCEL nurture group	1:6	LSA	1-hour week (2 group run concurrently)
Withdrawal Literacy Group	1:5	HLTA	8 x 1 hour sessions (2 groups)
Withdrawal Numeracy Group	1:5	HLTA	8 x 1 hour sessions (1 group) =1x1-2-1
Withdrawal Behaviour support group	1:6	HLTA	8 x 1 hour sessions throughout year
Break/lunchtime quiet area (W4)	1::8	LSA	1-hour day (break = duty, lunch = paid)
Reading - registration	1:1 peer mentor	Yr11/yr12&13 supervised by teacher	15 mins. X4 mornings a week
Internal/external access arrangement	1:1	LSA	Takes each LSA when mocks/external exams occur
Assessing for access arrangement	1:1	External assessor	£30 per hour
Literacy lesson	1:6/8	Teacher (English)	1 hour a fortnight (7&8) / 1-hour week (yr9)
Numeracy lesson	1:6/8	Teacher (Maths)	1 hour a fortnight (7&8) / 1-hour week (yr9)
Option support	1:6/8	SENCo	5 hours a fortnight (one group in yr 9 and one group in yr 10)
Crisis support	1:1	SJ/RM/JB cover this	3 hours per day
Doddle E-Learning Programme	Class-independently	Teachers, LSA's	Subscription
P6 interventions	1:15	Teachers supported by LSA	1 hour a week per subject
Holiday school	1:20	Teachers supported by LSA	
School Nurse Drop In	1:1	Administrator to open room/ mtg with SENCo	1 hour per week
4YP resilience work	2:10	External agency worked with 10 students as part of a nurturing /resilience programme	1 hour per week for 10 weeks
Careers Interviews	1:1	Administrator	
Duke of Edinburgh Award	1:15	Teacher	
Peer mentoring	1:1	Sixth form students	
Tutor/HOH support	1:25	All staff	20 mins per day
Library out of hours support	1:20	Librarian	1.5 hours a day
CAMH outreach worker	1:1	Administrator to meet/discuss individual cases	4 hours fortnightly
Culture Plus Arts Group	3:12	SENCo/SVP time	2.5 hours per week

Outside Agency Provision and Involvement

Educational Psychology, Hospital teachers, Speech and Language Service (SALT), EWO, Social Services, Visual impairment services, Hearing impairment services, Virtual School, Occupational/Physiotherapy services, School Nurse, Health services, CAMHS, CHUMS, SORTed, ACB, Groundworks, Relate, Aspire, Careers support, Police, YOT, CANYP, Early Help, Barnardo's, Young Carers, 4YP, outreach CAMH worker, Young Carers, Medical Needs, Brook and THT, Academy of Central Bedfordshire

Additional interventions selections and actions

- Peer reading programme – series of baseline assessments and re-assessed 6 monthly. A progress report is produced annually
- Individualised interventions against objectives in SEN statements and EHC plans. Baselines measured and re-assessed termly. These might include; touch typing, physiotherapy, social skills, language development, personal development and care, travel training.
- Small group interventions –e.g. EXCEL
- Offsite intervention at Academy of Central Bedfordshire for identified students with SEMH needs.
- Offsite intervention at Develop EBP for identified students with SEMH/MLD needs. Schools programme available leads into many pathways at CBC
- Work experience arranged with Develop EBP for identified students with SEMH needs. Experience gained aimed at supporting self-esteem and skills
- SEND students encouraged to participate in “take son/daughter to work” scheme
- ASD advisor works with SENCo to personalise support of identified students
- Educational psychologist work with SENCO on assessment for EHC plans and requests for EHC assessment.
- Literacy, numeracy and behaviour support small group withdrawal

Support provided by Local Authority

- Autistic Spectrum Disorder Team (ASD) – termly planning meetings and use of team to come into school and provide interventions/support for students if deemed necessary. Students must have a diagnosis of ASD for the team to be involved
- Child and Family Mental Health Service (CAMHS) – Referrals can be made to this team via school. This may include when school suspects needs and issues with students that support is needed for and/or to pursue an assessment to determine need and difficulties. The numbers of students needing this support is growing and waiting times are on ongoing issue.
- Educational Psychology Services (EPS) – Referrals can be made to this service for additional advice on how to support a student in school with their learning. This service can also sign post to other services when necessary. This service has been virtually non-existent this year due to staffing and has provided a skeletal service. Recently it has been confirmed as no longer available and schools are organising themselves into clusters and paying for a private equivalent service. This would incur a cost of £430 per day.
- Virtual School – supports children in care to have successful academic and social emotional outcomes
- Social Care – supports children and families with issues outside of school that affects learning and progress
- Edwin Lobo referrals - to gain diagnosis of a need and follow up support. There is a time frame that Edwin Lobo adheres to, offering the first consultation as an assessment with a nurse prior to allocation to a paediatric doctor.

- Outreach CAMH therapist – Meets with SENCo /SVP to discuss individual students, meet with student and parent and present individual cases to SPO. Recommended services are then discussed/ CAMH support implemented

Outcomes

Attainment and progress of SEND

Progress and attainment of students who have a statement or EHC plan is generally good and in line with non-SEND. At present the 4 students in Key stage 3 with EHC plans or statement are on track to meet their end of year targets.

There were no students with EHC plan in Year 11. Medical needs worked with two students and the academy to reintegrate them into lessons. They were supported with personalised timetables and both made personal achievements.

Name	Filter Value	KS2 Prior 18/19	P8 (18/19)	KS2 Prior 17/18	P8 (17/18)	KS2 Prior 16/17	P8 (16/17)
SEN	Education, Health & Care Plan			4.4	-3.259	No EHCP student	-
SEN	No SEN	4.76	-0.569	4.93	-0.621	4.94	-0.272
SEN	SEN Support	3.87	-0.437	4.42	-0.804	4.21	-1.209

The difference between SEND and No SEND decreased with both groups improving their progress 8 scores Students with ASD performed well with a progress 9 score of -0.065.

In year 10 3 students with EHC plan whose KS2 prior attainment is below that of their peers and the previous academic year. Students with an EHC plan made good progress throughout the year reducing their progress score from -0.855 (end of year 9) to -0.455 end of year 10. SEN support students made a similar improvement but remain a concern and will require access to the academy's range of interventions. Students with physical or sensory needs have made good progress with positive progress 8 scores. Students with specific learning difficulties have also made progress -0.666 an improvement of 1.513 on the 2017/18 cohort.

<input type="checkbox"/>	Name	Filter Value	KS2 Prior 18/19	P8(18/19)	KS2 Prior 17/18	P8 17/18	KS2 16/17	P8 (16/17)
		EHC plan	3.30	-0.455	-	-	-	-
	SEN	No SEN	4.82	-0.955	4.76	-0.915	4.93	-0.829
	SEN	SEN Support	4.38	-1.366	3.91	-0.677	4.42	-0.891

In Key Stage 3 (Years 7-9) EHC plan students have not made expected progress and additional support has been requested from County through additional EHCp reviews and consultation with specialist advisors.

Year 7 EHC plan student progress was affected by anxieties associated with need and transitioning to a large high school. Advice from SEN support team and the interventions available in the academy have supported this transition and fewer moments of dysregulation were noted as the year progressed.

Students with K Support in Year 10 need to accelerate their progress. To improve progress, planning is being developed for the next academic year to include:

- Higher levels of support for students with mental health problems
- Revised setting / support / streaming across the curriculum
- Development of the Key Worker role
- Increased withdrawal provision as necessary
- Attendance expectation raised

Parental involvement

Parental attendance to annual reviews has always been good. Further parental involvement has been secured through informal drop-ins. Parents are encouraged to have an active voice through review meetings and EHC Plan reviews.

Impact of student voice and parent voice on provision

Our student voice work informs us on what is working for students and what we need to do to improve our provision. We also do this for the key interventions of The Reading Programme and EXCEL.

Student and parent voice are also collected at review meetings through their paper and verbal contributions.

Exclusion of SEND students this academic year

Fixed Term Exclusions – 23 SEND students

Permanent Exclusions – No SEND students

4 students with SEND where allocated to alternative provisions to support their learning

Attendance of SEND (Present Figures July 2018)

Year	No SEND (%)	SEND support (K)(%)	EHC (%)
7	96.3	95.36	96.99
8	95.28	93.87	92.0
9	95.83	89.07	96.62
10	95.44	88.04	91.78
11	93.88	88.57	86.03
	95.46%	91.43%	93.78%

Whole School attendance target is 94.6%, Actual attendance as of 5th July 2019 was 95.02%

Intervention/Actions

Attendance of students with EHC plans was 82 % in 2017/18, and this has increased to be 93.78%; 1.68 % away from students in year 11 without SEND. There has been a reduction in attendance with SEN sport students in year 9-11 due to mental health needs requiring access to medical needs intervention.

Individual cases who are significantly below the target have personalised support plans to improve this and are on dual role with another educational provider or are supported by Medical Needs Teaching.

Strategies to improve attendance include:

- Home visits – school attendance officer and EWO in school meetings
- Closer liaison with SEND parents through the Child and Family worker
- Warnings
- Penalty notices
- Action plans
- Court action
- Intervention groups
- Assemblies
- Competitions
- Rewards
- Q Points
- Daily contact for lates and absentees

Early identification and assessment of SEND

- Teaching staff bring concerns to SENCo via Teaching assistants or direct conversation
- All staff (via INSET) are aware of their responsibility in the process of identification
- Quality first teaching (via INSET) has been emphasised and departmental responsibility to address student need first
- Clearer definition of SEN is 'complex, long term' – not just a delay in learning and/or missed schooling
- The decision to place a student at SEN K is made after considering assessment data, teacher feedback, observations, Sims data on behaviour and attendance. Ultimately it is the SENCo who makes this decision and then informs parents/carers.
- Good transition links with primary school assists with early identification

Implementing the graduated approach to SEND provision

- The SEN register has been rationalised and streamlined. Students with EHC plans are on the SEN register, as well as those students at SEN K support. School also has a monitoring register for students at transition with additional needs, but not significant enough to be placed on the SEN register. This allows us to monitor a graduated response.

Working with parents

Plans to enrich our work with parents include

- Improve information on school website - SEN handbook, case studies etc.
- Create a drop-in opportunity for parents
- Create opportunity to gain information or ask questions at the twice-yearly support plan reviews

Involving parents with on-going planning, reporting of progress and decision making

This has included the following strategies:

- Review meetings
- Develop the role of key worker as a point of contact for parents
- Reports home
- Parent Evenings
- Informal drop ins with Key Worker
- Individual parent meetings at their request

Decision making and planning –

The reviews we hold are person centred and so facilitate students and parents/carers being involved in the decision-making process. They are also invited to record their views on a pro forma prior to the meeting.

Parents are always contacted to discuss any potential changes, and many receive weekly feedback from the key workers

Being clear about the provision linked to identified outcomes -

This is also ascertained at annual review meetings. Outcomes and provision are agreed amongst all stakeholders.

What impact support is expected to have and by when -

Action plans are put in place after the review and shared with all stakeholders, so everyone is clear about their actions and timelines.

Queensbury Academy's understanding of a whole school approach to improving provision for and progress of students with SEND.

SENCO and SLT acknowledge that SEND is a whole school responsibility and that it is our responsibility to communicate this. In addition to this we need to equip staff with the necessary expertise and skills to be able to identify additional needs and create strategies to be able to overcome the barriers to learning. This policy is enhanced by having a Senior Vice Principal role in charge of Inclusion who actively works with staff, families and outside agencies to promote achievement in school.

The use of effective monitoring and evaluation to evidence the impact of provision on the achievement of students with SEND

Is achieved by:

- Analysis of progress at each data point for SEN students
- Baseline assessment and re-assessment of students to measure impact of interventions
- Learning walks

- SENCo advice to meet needs
- Observations of lessons/students
- Annual Governors report
- SEND Action plan and review
- Action, Impact and Next Steps document
- Following all the above a review of the information is undertaken a next step decided; in line with a graduated response the outcome may require further action and intervention or not.

Supporting transition to post 16 education and preparing for adult life

- Advice and support from SENCo at GCSE and A Level Option consultation (Year8 and 11)
- Connexions (careers) involved at key reviews.
- Relevant and appropriate curriculum for those with SEND – providing an alternative option
- Careful selection of work experience placements in year 10 as part of a personalised curriculum and support where necessary
- Keyworkers also support students with their transition to post 16 education with their choices and transitional visits to post 16 providers.
- SENCO invited and attends 16-25 Preparation for adult life termly meetings

SEND Provision Arrangements (curriculum and interventions)

- In class support, small group and 1:1 support for identified students
- Additional literacy and numeracy lesson in place to support those learners that need to improve these skills at KS3
- LSA deployed to classes with most need and Students with EHC Plans
- KS4 alternative option pathway in place for some SEN students who are significantly below the national expectations and for whom GCSE is inappropriate
- Use of offsite provision and alternative/personalised curriculums to support students
- Work with Virtual school and medical needs team to support vulnerable learners

Other New initiatives – update

LSAs in core departments

The rationale for introducing departmental LSAs was to improve the following:

- Improve collaborative planning
- Improve subject specific knowledge
- Improve continuity
- Improve sharing of good practice
- Improve student results
- LSA given responsibility for an area of need to increase support within the academy

Additional inclusion staff

- Develop use of W31 as a personalised learning area to improve attendance and attainment for students with more complex and SEMH needs with a dedicated member of staff.
- Key workers for students with a high level of need have developed positive working relationships with parent carers.
- Behavioural and emotional group and individual mentoring

Positive parent and student feedback July 2019

Quotes from parents

Thank you for your help and guidance with XXX and his difficult time with education - Year 11 parent

I am grateful for the report written to help with the diagnosis and for the interventions that have supported him. - Year 9 parent

Quotes from students

I wouldn't be the confident young woman I have become without guidance – Year 11 student

When I have needed support for my ups and downs it's there. I have a good feeling about next year – Year 9 student.

Priorities for improvement (to be included in SEND Action Plan)

- Improve progress, attainment and attendance of students on SEN K support
- Joint planning around resources (budget) with SLT and appropriate staff
- Ensure adequate support staffing levels – (including unstructured time, especially lunchtime and extra- curricular time)
- Continued communication with home on general school matters such as homework
- Reporting progress of SEN interventions termly to parents
- Develop website – provide more information about SEND – a SEN handbook, case studies etc.
- Develop parental consultation around SEND provision and reviews
- Further develop work with outside agencies