



### How do we monitor and support SEN students' progress?

- **Pupil Passports.** All SEND students have a bespoke pupil passport which evolves with their journey through school. The passport provides all teachers with relevant data and information about each student. Most importantly it informs teachers what are the student's strengths, barriers to learning and suggested teaching strategies to support them.
- **SEND tracking.** The SEND department complete a range of testing and screening for all SEND students in Year 7 and 8 to identify areas of challenge. It includes SATS and CATs data, reading/spelling test data, Lucid test data, SLL test data, Phonic test data, plus a record of all interventions that students have completed including -SEMH support through ELSA/Counselling/Anger Management etc. (whilst this supports students with SEMH it is also provided for Non-SEND students too)
- **SEN tutor overview reviews.** Tutors meet and review whole school progress for all SEND students in their tutor group twice a year and record strengths, areas for development and targets for improvement. This 1-2-1 review ensures that students understand how to progress, as well as ensuring tutors maintain a strong overview of their tutees progress. Issues arising are then passed to the SEND team to provide further support as necessary.
- **SEN target setting reviews.** All SEND students in the college are allocated a member of the SEND team who complete a twice annual review with the student to set smart targets based on their needs. The review incorporates academic data, attendance and behaviour data, as well as any interventions completed. Targets are set which facilitate whole school progress and student development. These targets are reported to parents and tutors.
- **IN class support.** Some SEND students require in-class support. The highly dedicated and well trained SEND team focus on; helping students scaffold their work, helping them to develop independence, encouraging resilience and praising small steps of progress. TAs and HLTAs all have a subject area of specialism and support SEND students that have lessons in these specific subjects.

## Interventions/Provisions

There are a number of 1-2-1 and small group interventions or provisions that the college provide to help students develop an area of need. These provisions are recorded next to their pupil passport to provide a comprehensive picture of the students' needs and support in college. New interventions and provisions are being developed all the time but currently we offer:

- **Phonics testing** – to ascertain underlying de-coding and blending issues with words that may create an inability to access the wider curriculum.
- **Phonics intervention** – an intensive intervention to ensure students phonics understanding is up to an acceptable level.
- **Phonics comprehension** – develop a deeper understanding of words meanings and the context when they are used.
- **English support** – supporting small groups in the library following the curriculum at a more manageable pace. Small groups of 3-5 students on rotation to support understanding of English curriculum.
- **Doodle English** – a new 4-week reading and spelling intervention programme, which has had some significant gains with students.
- **Acceleread/Write** – a 4-week literacy intervention which supports students who have developed phonics to a suitable level but still require additional support.
- **Cued Spelling** – an intervention focused specifically on grasping correct spelling of high frequency words and subject specific words.
- **Handwriting intervention** – 2 to 3-week programme developing control and fluency.
- **Secondary Language Link** – a suite of language and communication workshops – 4 to 6-week programme. 3 staff are currently delivering different interventions from this package to 20 different students.
- **Telling the time** – a 2-week analogue time telling intervention. A science intervention which became necessary when there was a realisation that a group of KS4 students were unable to use an analogue clock.
- **Doodle Maths** – a new maths functions intervention 4 to 6-week programme with home access to the package provided.

- **ELSA** – emotional literacy and social awareness 6-week programme.
- **Understanding ASD** – a 1-2-1 programme which explores the spectrum of ASD and allows students with ASD to help understand themselves and the world they live in more easily.
- **Forest School** – a 6 to 8-week programme designed to support students with interaction and communication differences as well as sensory differences. This weekly intervention allows students to explore the natural wonders of our campus and learn social skills as well as hands-on skills.

## GCSE results

A comparison with national data:

2019	2020	2021
SEN E students (3) – P8 score 1.60 SEN K students (12) – P8 score -0.81	SEN E students (5) – P8 score -0.85 SEN K students (12) P8 score -0.43	SEN E students (2) – P8 score +0.23 SEN K students (24) – P8 score -0.10

## SEND Register

Students with a Special Education Need or Disability form the college's SEND register. As a mainstream school we support students with a variety of needs and level of need. The data table below explains our SEND diversity:

<b>SEND students on-roll</b>	<b>Total: 145 SEND K – 134 , SEND E - 12</b>
<b>% SEND within college</b>	<b>18%</b>
<b>EHCP assessments pending</b>	4
<b>SEND students accessing alternative provision</b>	<b>10 students</b>
<b>Outreach support (Key)</b>	6 students
<b>Y7 SEND students + %</b>	Total: 35 SEND K (31) SEND E (4) (19.8%)
<b>Y8 SEND students</b>	Total: 33 SEND K (31) SEND E (2) (18.5%)
<b>Y9 SEND students</b>	Total: 26 SEND K (26) SEND E (0) (14.8%)
<b>Y10 SEND students</b>	Total: 23 SEND K (21) SEND E (2) (13.9%)
<b>Y11 SEND students</b>	Total: 27 SEND K (23) SEND E (4) (22.7%)

## Attendance (Sept 21 – March 22) (SEND students only)

SEN			All	Year 7	Year 8	Year 9	Year 10	Year 11
Support	133	School	87.3%	87.7%	87.5%	90.1%	81.6%	88.5%
		FFT National	85.7%	89.0%	86.6%	84.8%	83.8%	83.3%
		Difference	+1.6% <span style="color: green;">●</span>	-1.2% <span style="color: red;">●</span>	+0.9%	+5.2% <span style="color: green;">●</span>	-2.2% <span style="color: red;">●</span>	+5.3% <span style="color: green;">●</span>

Attendance of SEND students is overall above national currently as Henry Cort. However, some improvements need to be made with Y7 and Y8. Y10 attendance has impacted by a number of school refusers who now sit under ALP. Significant efforts have been made to resolve the issues through intervention and a flexible approach to time-tables and learning.